



# Emory University STARS REPORT

**Date Submitted:** Oct. 9, 2024

**Rating:** Gold

**Score:** 74.46

**Online Report:** [Emory University](#)

**STARS Version:** 2.2

# Wait, Wait! Don't Print Me!

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

## Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window - it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

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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** 74.46

**Rating:** Gold

## Report Preface

Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

## Academics

Curriculum	38.39 / 40.00
Research	9.01 / 18.00

## Engagement

Campus Engagement	20.07 / 21.00
Public Engagement	13.16 / 20.00

## Operations

Air & Climate	7.49 / 11.00
Buildings	3.14 / 8.00
Energy	2.82 / 10.00
Food & Dining	4.87 / 8.00
Grounds	3.48 / 4.00
Purchasing	5.16 / 6.00
Transportation	3.79 / 7.00
Waste	7.57 / 10.00
Water	4.67 / 7.00

## Planning & Administration

Coordination & Planning	5.88 / 9.00
Diversity & Affordability	9.60 / 10.00
Investment & Finance	2.13 / 8.00
Wellbeing & Work	2.50 / 7.00

## Innovation & Leadership

Innovation & Leadership	4.00 / 4.00
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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

# Report Preface

## Introduction

**Points Earned** 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.

<b>Credit</b>	<b>Points</b>
	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

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**Score**

0.00 /

Total adjusted for non-applicable credits

[Close](#)

**Responsible Party**

**Ciannat Howett**  
Director  
Sustainability Initiatives

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### 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.

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

### Executive cover letter:

[STARS\\_Executive\\_Letter\\_080524.pdf](#)

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

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## Points of Distinction

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Score	Responsible Party
0.00 /	<b>Cyrus Bhedwar</b> Director
Total adjusted for non-applicable credits	Office of Sustainability Initiatives
<a href="#">Close</a>	

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## 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.

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

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

Farms Fund Partnership for Next Generation of Farmers and Local Food Purchasing

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

Emory University is partnering with the national non-profit The Conservation Fund (TCF) to support a diverse new generation of farmers in rural Georgia and help build the local food supply across metro Atlanta with a first-of-its-kind sustainable solution to food production needs. Through the Farms Fund, TCF permanently protects farmland within a 100-mile radius of Atlanta through conservation easements and leases the land to young, underrepresented, or minority farmers with a 5- or 10-year path to ownership. Emory, the largest employer in Atlanta with enormous purchasing power, has committed to purchasing sustainably raised food from farmers entering the program. Farmers can use this food purchase agreement from Emory to secure traditional bank financing and a reliable customer for the food produced. The results include the elimination of food waste on the fields through coordinated growing and buying between farmers and Emory, reduced transport of food for lower carbon emissions, protection of acres of greenspace permanently, and the creation of farm livelihoods to rural Georgians who have historically been denied access to land and financing. Emory benefits by having a more secure and resilient food supply with increased local food production as an adaptation measure in the face of climate change. The Emory-TCF partnership is the first of its kind in the US but is now being replicated in Chicago and potentially other metropolitan areas in the US. By focusing on underrepresented farmers, who face significant barriers to accessing affordable farmland and financing, the Farms Fund is designed to support next-generation farmers while boosting the supply of local, sustainable food in metro Atlanta including for Emory University and Emory Healthcare.

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

Public Engagement  
Food & Dining  
Purchasing

## Optional Fields

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

<https://hub.aashe.org/browse/casestudy/27134/The-Working-Farms-Fund-Partnership-to-Build-a-Sustainable-Local-Food-System-and-Support-a-Diverse-New-Generation-of-Farmers>

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

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

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## **Second Point of Distinction**

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

Anaerobic Digester Prototype that Addresses Environmental Justice Issues Connected to Urban Waste Sites

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

Emory University received \$298,502 from the Environmental Protection Agency (EPA) to design a prototype anaerobic digester for food waste produced on campus. Keeping food waste out of landfills reduces carbon emissions and the environmental justice impact of waste. By producing valuable commodities such as biogas and fertilizer, that serve as substitutes for fossil fuel-based products, Emory further reduces its environmental impacts. Emory hopes that this model can be replicated by universities, corporations, local communities, and governments; accordingly, Emory's best practices guide addresses environmental justice concerns including odor, noise, air quality, and water quality.

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

Air & Climate  
Energy  
Waste

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

<https://sustainability.emory.edu/emory-awarded-epa-grant-for-exploration-of-on-campus-system-for-food-waste-processing-and-renewable-energy-generation/>

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

Innovation B

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

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### **Third Point of Distinction**

#### **Name of a third highlighted program/initiative/accomplishment:**

Integrating Arts, Mental Wellbeing, and Climate Justice into Implementation of Second Nature's Climate Commitment

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

In October 2021, Emory's President signed Second Nature's Climate Commitment following mobilization by Emory students. Emory University continues to meet the Commitment requirements by annually tracking greenhouse gas emissions and adopting a climate action plan. The University built on past climate action planning processes and created the most inclusive plan in Emory's history. In addition to the climate action plan itself, the Office of Sustainability Initiatives created a variety of supplemental products addressing, climate change and mental health, art and hope, and more.

Emory's approach to creating a new climate action plan engaged campus and community members through multiple, in-person and virtual sessions hosted in different locations on campus to increase accessibility. Community members were also engaged as members of the Climate Action Task Force, overseeing the planning process, and as participants in the campus-community resilience assessment workshop facilitated by The Nature Conservancy. The Climate Action Plan also acknowledges the holistic people at and connected to Emory experiencing a changing climate and offers expression through art and compiles supportive, well-being resources.

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

Campus Engagement  
Air & Climate  
Coordination & Planning  
Wellbeing & Work

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

<https://sustainability.emory.edu/emorys-2023-climate-action-plan/>

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

Innovation C

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

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

All data reported in this section are from September 2022-August 2023 unless otherwise noted.

# Institutional Characteristics

**Points Earned** 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.

<b>Credit</b>	<b>Points</b>
	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

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<b>Score</b>	<b>Responsible Party</b>
0.00 /	<b>Cyrus Bhedwar</b>
Total adjusted for non-applicable credits	Director
<a href="#">Close</a>	Office of Sustainability Initiatives

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### 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:

For this submission, the Druid Hills campus of Emory University and Emory Healthcare are included. This includes all university buildings located on and around Clifton Road, the Briarcliff campus, the Clairmont campus, and Emory 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:**

For the AASHE STARS program, 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 Emory National Primate Research Institute. This operational boundary definition is aligned with Emory's GHG emissions inventory. Other Emory facilities/locations that are not directly contiguous to the main campus, except the Clairmont campus and Briarcliff campus, are not considered in the calculation. These other excluded facilities include Emory University Hospital Midtown, Emory Hospital at Wesley Woods, Emory Long-term Acute Care, Emory Hillendale Hospital, Emory St. Joseph's Hospital, Emory Johns Creek Hospital, Emory Decatur Hospital, Grady Hospital facilities, the Emory Orthopaedics and Spine Hospital, Emory Primate 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.

## Optional Fields

### **Additional documentation to support the submission :**

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

The presence of so many research and clinical healthcare spaces 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.

Regarding the timeline, data collection for this report originally began in Summer 2023 with the intention of submitting it by April 2024. Delays resulted in the report being submitted later than anticipated, but unless otherwise noted, the data used for this report was between September 2020 and August 2023.

## Operational Characteristics

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Score	Responsible Party
0.00 / Total adjusted for non-applicable credits	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives
<a href="#">Close</a>	

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### 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.

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

### **Endowment size:**

9,963,127,857.48

### **Total campus area:**

298.01 Hectares (736.4 Acres)

### **Locale:**

Large city

### **IECC climate zone:**

3 - Warm

### **Gross floor area of building space:**

1,129,024.20 Gross square meters (12,152,720.55 Gross square feet)

## **Energy intensive space**

### **Floor area of laboratory space:**

251,643.36 Square meters (2,708,667.76 Square feet)

### **Floor area of healthcare space:**

206,832.60 Square meters (2,226,328.55 Square feet)

### **Floor area of other energy intensive space:**

85,287.95 Square meters (918,032.26 Square feet)

## Optional Fields

**Additional documentation to support the submission :**

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

All data reported in this section for September 2022-August 2023

## Academics and Demographics

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Score	Responsible Party
0.00 /	<b>Cyrus Bhedwar</b> Director
Total adjusted for non-applicable credits	Office of Sustainability Initiatives
<a href="#">Close</a>	

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### 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.

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

### **Number of academic divisions:**

10.0

### **Number of academic departments (or the equivalent):**

67.0

# Headcounts

Report the unduplicated total number of students enrolled and workers employed over a 12-month period or else representative headcounts (e.g. autumn figures).

**Number of students enrolled for credit:**

14,841.0

**Total number of employees:**

19,203.0

## Full-Time Equivalents (FTE)

Report the institution's best estimates, annualized as feasible and/or calculated according to relevant national, regional or international standards. Non-credit students may be included.

**Full-time equivalent student enrollment:**

14,342.0

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

483.0

**Full-time equivalent of employees:**

17,864.0

# On-Campus Residents

Report annualized headcounts as feasible or else representative snapshots (e.g. autumn headcounts).

**Number of students resident on-site:**

4,413.0

**Number of employees resident on-site:**

19.0

**Number of other individuals resident on-site:**

896.0

# Weighted Campus Users

**Weighted campus users, performance year:**  
25,796.25

# Optional Fields

## Additional documentation to support the submission:

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

All data reported in this section for September 2022-August 2023

# employees: IPEDS: <https://nces.ed.gov/ipeds/institution-profile/139658#human-resources> + Emory Healthcare, Clifton Corridors (reported by Emory Healthcare Human Resources)

# other individuals resident onsite: staffed hospital beds + average occupancy @ Emory Conference Center and Hotel

# Academics

## Curriculum

**Points Earned** 38.39

**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.

<b>Credit</b>	<b>Points</b>
Academic Courses	12.39 / 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

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Score	Responsible Party
12.39 / 14.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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## 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.

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

## Part 1. Sustainability course offerings

**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	1,619.0	1,868.0
Number of sustainability-focused courses offered	160.0	158.0
Number of sustainability-inclusive courses offered	116.0	186.0

**Percentage of courses that are sustainability course offerings:**

17.780326928591915

## Part 2. Sustainability course offerings by department

**Total number of academic departments that offer courses:**

67.0

**Number of academic departments with sustainability course offerings:**

53.0

**Percentage of academic departments with sustainability course offerings:**

79.1044776119403

# Documentation

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

[Sustainable\\_Courses\\_2023\\_for\\_Review\\_090524\\_Sus\\_Only.xlsx](#)

## **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 reused its methodology from our past report but made changes to how courses were categorized based on the best judgment of staff. Our methodology was to create a list of keywords made up of AASHE-recommended keywords and phrases that include UN SDG references. 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 2021 survey that were still offered in 2023 were included in the final list, but their categorization may have changed based on the best judgment of staff. 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.

## Optional Fields

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

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

**Additional documentation to support the submission:**

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

All data reported in this section for September 2020-August 2023.

The spreadsheet includes the following columns:

**Level:** whether the course is undergraduate or graduate

**Course Title**

**Course Description**

**Academic Unit:** the program or major offering the course

**2024 Focused:** whether the course is being proposed as "sustainability-focused:" for Emory's 2024 STARS report

**2024 Inclusive:** whether the course is being proposed as "sustainability-inclusive:" for Emory's 2024 STARS report

**Additional Justification:** the SDG or SDGs addressed by the course.

## Learning Outcomes

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Score	Responsible Party
8.00 / 8.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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## 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.

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

# Part 1. Institutional sustainability learning outcomes

**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:**

All graduates of Emory College of Arts and Sciences (ECAS) are considered to have been exposed to sustainability-related learning outcomes because the General Education Requirements – which all incoming ECAS students must complete – include sustainability-focused and inclusive courses in the Science, Nature, Technology; and History, Society, Cultures GERs.”

The general education component of an Emory undergraduate education 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.

- 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, and Cultures GERs are mostly "sustainability-focused" with some "sustainability-supportive" courses.

<https://catalog.college.emory.edu/academics/ger/gold-2009-ger.html>

All graduates of the Rollins School of Public Health are considered to have been exposed to sustainability-related learning outcomes because 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. Required competencies include: Evidence-based Approaches to Public Health; Public Health & Health Care Systems; Planning & Management to Promote Health; Policy in Public Health; Leadership; Communication; Interprofessional Practice; and Systems Thinking.

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

Other sustainability-focused learning outcomes, mostly aligned with the United Nations' 17 Sustainable Development Goals, are included in the following degrees and concentrations.

Candler School of Theology Concentrations:

- Justice, Peacebuilding, and Conflict Transformation concentration

- Religion & Race concentration
- Society and Personality concentration

Candler School of Theology Dual Degrees:

- Master's of Divinity/Master's of Development Practice MDiv/MDP
- Master's of Divinity/Master's of Social Work

Goizueta Business School Concentrations:

- Bachelor of Business Administration degree Business Across Disciplinary Boundaries concentration
- Bachelor of Business Administration degree Environmental Management concentration
- Bachelor of Business Administration degree International Business concentration
- Bachelor of Business Administration degree Strategy and Management Consulting

Laney Graduate School PhD Programs:

- Anthropology PhD
- Health Services Research and Health Policy PhD
- Nutrition & Health Sciences PhD
- Population Biology, Ecology and Evolution PhD
- Sociology PhD
- Women's, Gender, and Sexuality Studies PhD

Laney Graduate School Masters Programs:

- Master in Development Practice Degree
- Environmental Sciences MA/MS
- Environmental Studies/Sciences and Master of Science 4+1 BA/MS or BS/MS
- Bioethics MA
- Bioethics 4+1 BA/MA or BS/MA

School of Law:

- Environmental and Natural Resources Law Program

College of Arts and Sciences Majors:

- African Studies BA
- Anthropology BA/BS
- Anthropology and Human Health BS
- Biology BA
- Biology BS
- Environmental Sciences/Studies BA
- Environmental Sciences/Studies BS

- Human Health BA
- International Studies BA
- Latin Amer. & Carib. Stud. BA
- Middle Eastern and South Asian Studies BA
- Neuroscience and Behavioral Biology BS
- Philosophy, Politics and Law BA
- Religion BA
- Sociology BA
- Women, Gender, and Sexuality Studies BA
- Biophysics BS
- Interdisciplinary Studies in Society and Culture BA

#### College of Arts & Sciences Minors

- African Studies Minor
- Anthropology Minor
- Global Development Studies Minor
- Community Building and Social Change Minor
- Earth & Atmospheric Sciences Minor
- Environmental Sciences Minor
- Sustainability Sciences Minor
- Global Health, Culture and Society Minor
- Nutrition Science Minor
- Predictive Health Minor
- Science, Culture and Society Minor
- Sociology Minor
- Sustainability Minor
- Ethics Minor
- Neuroethics Minor
- Women, Gender, and Sexuality Studies Minor

#### College of Arts & Sciences Concentrations:

- History BA concentration in Empires, Nations, and Citizenship
- History BA concentration in Law, Economics, and Human Rights
- History BA concentration in Women, Gender, and Sexuality

#### College of Arts & Sciences Certifications:

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

Rollins School of Public Health PhD:

- Behavioral, Social, and Health Education Sciences PhD
- Environmental Health Sciences PhD
- Global Health and Development PhD

Rollins School of Public Health Masters Programs:

- Master of Public Health
- Master of Public Health Environmental Health
- Master of Public Health Global Environmental Health
- Environmental Studies/Sciences and Master of Public Health in Environmental Health 4+1 BS/MPH

Rollins School of Public Health Certificates:

- Center for Humanities Emergencies certificate
- Graduate Certificate in Human Rights
- Social Determinants of Health (SDOH) certificate
- The Certificate in Water, Sanitation, and Hygiene (WASH)
- Certificate in Humanitarian Emergencies
- Injury and Violence Prevention Certificate

## Part 2. Program-level sustainability learning outcomes

### **Total number of graduates from degree programs:**

4,416.0

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

2,305.0

### **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.

All graduates of Emory College of Arts and Sciences (ECAS) are considered to have been exposed to sustainability-related learning outcomes because the General Education Requirements - which all incoming ECAS students must complete - include sustainability-focused and inclusive courses in the Science, Nature, Technology; and History, Society, Cultures GERs.

All graduates of the Rollins School of Public Health are considered to have been exposed to sustainability-related learning outcomes because 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. Required competencies include: Evidence-based Approaches to Public Health; Public Health & Health Care Systems; Planning & Management to Promote Health; Policy in Public Health; Leadership; Communication; Interprofessional Practice; and Systems Thinking.

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 FY/AY 2022. 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:**

See the attached document for complete descriptions of degrees and concentrations.

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):**

[Additional\\_Documentation\\_for\\_STARS\\_AC\\_2.pdf](#)

**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:**

52.19655797101449

## Optional Fields

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

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**Additional documentation to support the submission:**

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

All data reported in this section are from September 2022-August 2023

## Undergraduate Program

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**Score**

3.00 / 3.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

# Majors, degrees and certificate programs

**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:**

4+1 Bachelor of Science/Master's of Public Health in Environmental Sciences and Environmental Health

**A brief description of the undergraduate degree program:**

The Gangarosa Department of Environmental Health at Rollins and the Department of Environmental Science at Emory College jointly offer a five-year Bachelor of Science (BS) in Environmental Sciences (ENVS) and Master of Public Health (MPH) in Environmental Health (EH) degree program. With similar objectives and program goals as the Environmental Health MPH program, students will earn a BS and MPH over five years which 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 areas, such as climate change, air pollution, or policy. This program is available to Emory ENVS students who apply during their sophomore OR junior year.

**Website URL for the undergraduate degree program:**

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

**Additional degree programs (optional)**

**Name of the sustainability-focused, undergraduate degree program (2nd program):**

Environmental Sciences (BA and BS)

None

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

The field of environmental sciences challenges students to examine both the ecological and social underpinnings of environmental issues and the complex interplay among these systems at local to global scales. 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.

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

<https://envs.emory.edu/undergraduate/index.html>

**Name of the sustainability-focused, undergraduate degree program (3rd program):**

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None

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

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**Website URL for the undergraduate degree program (3rd program):**

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None

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

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# Minors and concentrations

**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:**

Interdisciplinary Sustainability Minor

**A brief description of the undergraduate minor or concentration:**

The prevailing theoretical model defines sustainability as the intersection of social, environmental, and economic concerns. The Sustainability Minor at Emory acknowledges that these challenges are profoundly crosscutting in nature and that none of them can be adequately addressed without consideration of the others. Curricula focused on sustainability foster creativity and an expanded imagination of a thriving social, economic, and environmental world for ourselves and future generations. Students in the Sustainability Minor apply analytical systems thinking to contemporary global and local problems, practice participatory strategies to resolve those problems, and demonstrate an ethical compass that guides their assessments of alternative solutions.

**Website URL for the undergraduate minor or concentration:**

<https://german.emory.edu/sustainability-minor/>

## **Additional minors and concentrations (optional)**

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

BBA with Concentration in Environmental Management

### **A brief description of the undergraduate minor or concentration (2nd program):**

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 for understanding the impacts and intersections of business decisions and environmental systems. Environmental Sciences (ENVS) students who complete the concentration will acquire a grounding in business principles and practices in the fields of management, marketing, finance, and strategy. ENVS students will acquire methodologies and approaches that are transferable to business, non-profit, and government work environments.

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

<https://goizueta.emory.edu/undergraduate-business-degree/academic-pathways/concentrations>

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

Global Health, Culture and Society Minor

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

The Global Health, Culture, and Society Minor leverages a critical multidisciplinary perspective to meet challenges and opportunities arising from a complex interplay of political, economic, environmental, social, historical, and cultural systems. Students will develop competencies in the following areas:

- Importance of the humanities in both expressing and experiencing human health
- Social determinants of health and health disparities
- Biological mechanisms underlying health
- Diverse methodologies in health research and implementation
- Ethical issues in health
- Environmental influences on human health
- Historical context of illness and health

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

<https://humanhealth.emory.edu/degreesandprograms/academic-programs/global-health-culture-and-society-minor.html>

### **The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:**

(Anthropology) Global Development Studies Minor: <https://anthropology.emory.edu/undergraduate/majors-minors/index.html>

The Minor in Global Development Studies culminates in a capstone experience, which completes the student's work that started with the introductory course and the specialized electives related to development studies. A faculty Capstone Committee comprised of the Capstone instructor ([Dr. Peter Little](#)) and 1-2 additional committee members will oversee the capstone experience. An evaluative

set of guidelines for assessing the student's knowledge of the field of development studies will orient the capstone experience. The idea is that the student will demonstrate knowledge of:

- The historical and theoretical bases of development studies
- A rights-based approach to development and how to apply it in particular situations.
- Specific knowledge of at least one domain of practice in development studies: for example, gender, environmental issues, the role of markets, governance, social and cultural analyses, institutions, poverty alleviation, and other development domains.
- General knowledge of at least a region or country of the developing world.
- The ability to integrate an interdisciplinary perspective in analyzing a development issue or problem.

Minor in Sustainability Sciences: <https://envs.emory.edu/undergraduate/minors/sustscimin.html>

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.

Environmental Sciences (Minor): <https://envs.emory.edu/undergraduate/minors/envsmin.html>

A 6-sequence course for those wishing to pursue a minor in Environmental Studies

## Optional Fields

**Additional documentation to support the submission:**

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

All data reported in this section are from September 2022-August 2023

## Graduate Program

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### Score

3.00 / 3.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

# Majors and degree programs

**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:**

One of the most pressing challenges of our time is achieving sustainable development in the face of global poverty, natural disasters, climate change, conflict and insecurity, and disease. The Master's in Development Practice (MDP) at Emory University is designed to meet those challenges by combining hands-on learning and field-based training with rigorous studies in a broad range of academic disciplines. The Emory MDP is a program of the Laney Graduate School.

**Website URL for the graduate-level degree program:**

<https://web.gs.emory.edu/mdp/about/index.html>

## **Additional degree programs (optional)**

### **Name of the sustainability-focused, graduate-level degree program (2nd program):**

MPH in Environmental Health

None

### **A brief description of the graduate degree program (2nd program):**

Students interested in studying the complex relationships between environmental factors and human health will find a fit in the Environmental Health (EH) Master of Public Health (MPH) 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 in elective courses in air pollution, climate change, epidemiology, toxicology, and more and required real-world experience, this program will equip you with the skill set to tackle the most pressing environmental challenges of the future.

### **Website URL for the graduate degree program (2nd program):**

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

### **Name of the sustainability-focused, graduate-level degree program (3rd program):**

PhD in Environmental Health Sciences

None

### **A brief description of the graduate degree program (3rd program):**

The PhD program in Environmental Health Sciences (EHS) provides students with interdisciplinary training to better understand the impact of the environment on human health and disease. Students in the program have a wide range of unique opportunities for research and education through the participating departments across campus and the numerous health agencies affiliated with the program. Further, the program aims to produce a unique cadre of future leaders in the field of environmental health sciences who have expertise in both laboratory- and population-based research. Upon graduation, EHS students will have received comprehensive training in the EHS core areas of Exposure Science, Biological Mechanisms of Susceptibility and Disease, and Environmental Determinants of Population Health.

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

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

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

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# Minors, concentrations and certificates

**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:**

Water, Sanitation and Hygiene (WASH)

**A brief description of the graduate minor, concentration or certificate:**

Students at Rollins have many opportunities to pursue WASH-related research and practicum projects outside the classroom by working with faculty and partner organizations to implement, maintain, and evaluate WASH-related programs in both domestic and international contexts. They can apply myriad methodological disciplines and methods, including infectious disease and spatial epidemiology, implementation science, risk assessment, behavioral science, quantitative and qualitative methods, impact evaluation, and microbiology. Emory is the only School of Public Health to offer a Certificate in WASH studies, a rigorous, self-guided certificate program that aims to increase the competitiveness of RSPH students for WASH-related careers.

**Website URL for the graduate minor, concentration or certificate:**

<https://sph.emory.edu/departments/eh/interest-areas/WASH/index.html>

**Additional minors, concentrations and certificate programs (optional)**

**Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):**

Certificate in Climate and Health

None

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

The Certificate in Climate and Health is designed to prepare students to make strong contributions to climate change research, policy, and/or practice. Through coursework and an Integrative Learning Experience (thesis or capstone), students will develop the skills and expertise to be competitive in challenging climate-related careers and/or to pursue a doctoral degree in the field. Students are also strongly encouraged to pursue a climate-related Applied Practical Experience (practicum).

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

<https://sph.emory.edu/academics/certificates/climate-health/index.html>

**Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):**

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None

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

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**Website URL for the graduate minor, concentration or certificate (3rd program):**

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None

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

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## Optional Fields

**Additional documentation to support the submission:**

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

All data reported in this section are from September 2022-August 2023.

## Immersive Experience

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### Score

2.00 / 2.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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"---" 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 with training in the history and theory of sustainability as well as in the field experiences.

**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. 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>

**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> + <https://www.emorycbsc.com/cbscprojects>

**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>

**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, master's programs, and community members. The Urban Health Initiative carries out a diverse set of projects aimed at sustainably addressing the social determinants of health and health disparities, such as the Street Medicine and Housing Insecurity Program which recruits student volunteers at the start of the semester for involvement throughout the academic year. The Sprouting Readers program is garden-themed for children primarily targeted toward children in K-2nd grade. Sprouting Readers© utilizes a multi-modal approach to fulfilling its mission to help children develop a love of learning, and knowledge about food and nutrition, which leverages Emory students throughout the K-12 school year Website URL: <http://urbanhealthinitiative.emory.edu/index.html>

**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. Over an academic year, recruited students develop and implement projects, present their findings at a conference, and publish two papers on their work. BTC will be celebrating its 20th year having worked with over 200 students to date. ■ Website URL: <https://www.breakthecycleprogram.org/> + <https://www.nursing.emory.edu/pehsu/home>

**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 that 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://abroad.emory.edu/index.cfm?FuseAction=Programs.ViewProgramAngular&id=1703>

**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/>

**Environmental Sciences Service-Learning Course (ENVS 491):** This semester-long practicum course pairs small student teams with external stakeholders to carry out hands-on projects that serve stakeholder needs. Projects usually involve data collection, data interpretation, and communication to contribute to solving an environmental issue. Stakeholders range from local NGOs and neighborhood groups to the environmental offices of state and federal agencies, and students are paired with stakeholders based on their career goals and interests. Most stakeholders meet with students multiple times throughout the semester to provide mentorship and guidance on their focal project. Student teams report project outcomes in both written reports and as presentations to stakeholder offices. In 2022, the student team focused on opportunities for modifying bridges and culverts so they can function as wildlife crossings to reduce habitat fragmentation and wildlife-vehicle collisions. In

addition to searching the literature, the team sent a nationwide survey to all 50 state Departments of Transportation to compile information about best practices and costs in other states. These projects have been mostly remote with occasional visits to GDOT's Atlanta headquarters for meetings. ■ Website URL: <http://catalog.college.emory.edu/academics/departments/environmental-sciences.html>

**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 2023, thirteen students and faculty represented Emory at the United Nations Framework Convention on Climate Change (UNFCCC) 28th Conference of the Parties (COP28) in December in the United Arab Emirates. ■ Website URL: <https://climatetalks.emory.edu/delegations/cop-student-delegations> + <https://climatetalks.emory.edu/wrapper-wraper/current-cohort>

**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>

**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>

**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.html>

**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](http://www.globalhealth.emory.edu/what/student_programs/index.html)

**Master's 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 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/>

## Optional Fields

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

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**Additional documentation to support the submission:**

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

All data reported in this section are from September 2022-August 2023.

## Sustainability Literacy Assessment

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**Score**

4.00 / 4.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### Criteria

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

Assessments that 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.

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"----" 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):**

[Sustainability\\_Knowledge\\_and\\_Attitudes\\_2023\\_020824.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 focused on 4 areas of information:

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

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

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

Faculty from Sociology, Nursing, and Anthropology met in May 2014, to develop a brief sustainability literacy survey for Emory undergraduate students. Additional faculty in Sociology/Oxford, Biology/Oxford, Japanese, and Public Health supported the efforts. The goal was to develop a pilot survey, to test whether we can get meaningful results, using the research generated by Drs. Karen Hegtvedt and Cathy Johnson on the sustainability-themed residence hall over the last decade. The 2014 pilot initial and follow-up surveys provided meaningful results, so starting in 2015, faculty slightly revised the survey to ask more current questions. In 2016, the faculty added a new section to meet the criteria for both sustainability literacy and cultural assessments, 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 March 2024 to assess 2023 sustainability literacy and culture. This was the fourth assessment of employees, but a survey of 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 literacy assessment(s):**

Part III of the survey addresses “Knowledge of Sustainability Issues” which included two sections. In the first section, eight of the twelve questions were answered correctly by 80% of respondents or more. Issues most likely to be answered incorrectly were whether:

- High water use in the city and on campus reduces water available to downstream communities and fisheries.
- Choosing Fair Trade coffee supports democratic cooperatives of small farmers through fair pricing and support for economic development projects.
- Personal action to reduce, reuse, and recycle diminishes the public health and environmental harms related to raw materials extraction.
- Overall, the federal Clean Air Act and Clean Water Act have led to cleaner air and improved water quality across the US over the last 50 years.

In the second section, participants were asked how familiar they were with several concepts. The percentage reflects the number who could either “give a definition of this concept” or “Give a definition and explain how it connects to sustainability.”

- Climate change (95%)
- Biodiversity (78.8%)
- Inter-generational equity (54.9%)
- Precautionary principle (20.2%)
- United Nations’ Sustainable Development Goals (38.8%)
- Climate Action (71.5%)
- Climate Justice (65.9%)

## Optional Fields

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

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**Additional documentation to support the submission:**

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

Survey was conducted in March 2024 for responses related experiences in AY 2022-2023.

## Incentives for Developing Courses

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### Score

2.00 / 2.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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"---" 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 syllabi. Additional meetings, lectures, and lunch discussions allow faculty to report on their experiences and intellectual processes. Over more than 20 years, the Piedmont Project has served nearly 300 faculty members and 200 teaching graduate students.

### **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 throughout the year to discuss their continued growth in understanding sustainability.



## Optional Fields

**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:**

[AC-7\\_Incentives\\_For\\_Developing\\_Course\\_Addl\\_Documentation.pdf](#)

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

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## Campus as a Living Laboratory

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### Score

4.00 / 4.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

## **Campus Engagement**

**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:**

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. Students invite campus and community groups that contribute to the vitality of local food systems and develop activities to connect campus audiences to these visiting groups.

Students in the "Textbook to Table" and "Sustainable Food Systems" worked together to present concepts from their courses at the Sustainable Food Fair. They cooked recipes in the campus teaching kitchen and created interactive activities to engage Fair attendees.

## **Public Engagement**

**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:**

The Dr. Eri Saikawa Lab employs students who help collect soil samples from neighborhoods across Atlanta and test them in a campus lab for heavy metals. They are also growing plants in the campus greenhouse to use in research about soil remediation with plants to propose a method for remediation that does not center topsoil extraction, like is currently practiced by the EPA. <https://www.saikawalab.com/soil-contamination>

Students in the "Climate Change & Society" course learn theories of practice about climate communications and international climate negotiations. Students who successfully join Emory's delegation to the Conference of the Parties must complete this course. In it, they prepare to explore particular topics during the COP and then return to campus to complete a communications project to provide their on-campus peers an opportunity to learn from their experience.

## **Air & Climate**

### **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:**

A student's sustainability capstone was an on-campus performance of four eco-fables, written and performed by the student. They discussed the past, present, and future of climate change.

A student's master's thesis focused on patterns of healthcare utilization and climate migration of immigrants in the U.S., particularly in the southeast region, which remains poorly understood. They developed a triage screen to identify refugees and immigrants in an ethically appropriate manner. They piloted the triage screen in the Emergency Department (ED) of an Emory hospital, conducted a mixed quantitative/qualitative follow-up survey and chart review to assess health status, healthcare encounters, and climate migration.

Students in Dr. Eri Saikawa's Lab are monitoring air quality on campus, assessing data collected, and translating it to be accessible to the public. <https://www.saikawalab.com/air-emory-information>

Students in the "Climate Change & Society" course learn theories of practice about climate communications and international climate negotiations. Students who successfully join Emory's delegation to the Conference of the Parties must complete this course. In it, they prepare to explore particular topics during the COP and then return to campus to complete a communications project to provide their on-campus peers an opportunity to learn from their experience.

## **Buildings**

**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 (MDP583/ENVS 569) 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). Website links: <https://envs.emory.edu/graduate/course-desc.html>

A student's master's thesis focused on Bird-Strike Risk Factors and Prevention in Atlanta and included bird strike data collected from on Emory's campus.

## **Energy**

**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:**

Anthropology 385W Energy, Culture, & Society taught in fall semesters by Dr. Kristin Philips taught concepts through tours of campus co-generation and steam plants on campus.

## **Food & Dining**

**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.

A student's sustainability capstone project assessed the resilience and vulnerability of local farmers, some of whom were suppliers of Emory University, during Spring 2021, as the pandemic continued.

## Grounds

### **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.

<https://catalog.college.emory.edu/academics/concentrations/majors/ENVSBS.html>

ENVS 131 applies and integrates theories and concepts of environmental science through field study: introduction to Piedmont geology, water, land and forest use, management, and policy.

A Sustainability Minor student wrote their final capstone paper titled "A Geospatial Analysis of Climate Change Events and Associated Impacts in Georgia"

<https://catalog.college.emory.edu/academics/concentrations/majors/ENVSBS.html>

In 2023, a student produced a Master's thesis titled "A Retrospective Study on the Effects of Urbanization on the Plethodontid Salamander Species of Streams Surrounding Emory University."

The Dr. Eri Saikawa Lab employs students who help collect and test soil samples across the Atlanta region for heavy metals. They are also growing plants in the campus greenhouse to use in research about soil remediation with plants to propose a method for remediation that does not center soil extraction, like is currently practiced by the EPA. <https://www.saikawalab.com/soil-contamination>

## **Purchasing**

**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:**

Students in Emory's Turner Environmental Law Clinic drafted language for an innovative "food purchase agreement" to structure Emory's partnership with the Working Farms Fund of The Conversation Fund. The MOU the students developed was successfully adopted by Emory and signed by the food service provider directly purchasing locally-grown produce grown on farms secured through the Working Farms Fund. <https://law.emory.edu/academics/clinics/faculty-led-clinics/turner-environmental-law-clinic-clients.html>

<https://www.nytimes.com/2021/08/09/dining/farms-fund-land-ownership.html>

## **Transportation**

**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 sustainability capstone focused on the impacts of biking and biking infrastructure in the City of Atlanta.

## **Waste**

**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 student's Lester Research Fund project explored the presence of an invasive clam species in the creek that flows through Emory's campus and the microplastics present in the watershed that they ingest. <https://emory-envs.blog/2021/05/11/student-research-finds-microplastics-in-southfork-peachtree-creek/>

## **Water**

**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 enable 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 student's masters thesis produced mathematical models to predict COVID-19 transmission based upon measurements taken from campus wastewater system dynamics.

## **Coordination & Planning**

**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:**

The Office of Sustainability Initiatives operates an internship program that hosts ~8 undergraduate and graduate students per semester. Beginning in the spring of 2023, interns began collecting data and compiling memos that served as the first draft for this STARS report. Using a template and Emory's 2021 report, the interns would review and validate existing information, highlight information that was obsolete or not applicable, draft data requests and research data keepers. This information was compiled into a memo which was given to OSI staff to complete. Collectively, interns supported approximately two thirds of the credits submitted.

## **Diversity & Affordability**

### **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:**

As part of the development of the Twin Memorials, "a project that seeks to honor the substantial contributions of the enslaved individuals and their descendants who helped to build, maintain, and grow Emory," numerous faculty and students have produced scholarship describing Emory's past practices as a means of making informed choices to right historical wrongs concerning the conduct towards enslaved Africans and the Indigenous People upon whose land Emory was built. <https://twinmemorials.emory.edu>

A student's honors thesis provides insight into the language encouraged and sometimes enforced in tour guide training manuals, which support othering Oxford students from Emory University.

A student's master's thesis sought first to understand the current state of disability inclusion at the Rollins School of Public Health and then to identify community-centered, evidence-based recommendations for change using a mixed-methods design.

A student's master's thesis focuses on an integrated approach to mental health support for international students, including mental health assessments and recommendations to support Emory students.

A student's master's thesis focused on patterns of healthcare utilization and climate migration of immigrants in the U.S., particularly in the southeast region, which remains poorly understood. They developed a triage screen to identify refugees and immigrants in an ethically appropriate manner. They piloted the triage screen in the Emergency Department (ED) of an Emory hospital and conducted a mixed quantitative/qualitative follow-up survey and chart review to assess health status, healthcare encounters, and climate migration.

A student's master's thesis evaluates the effectiveness of Emory's Urban Health Initiative to advance healthy equity through its programs.

## **Investment & Finance**

**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). <https://business.emory.edu/full-time-mba/concentration/investment-banking>

## **Wellbeing & Work**

### **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. The experiential learning component occurs at Emory clinical locations.

A student's master's thesis produced mathematical models to predict COVID-19 transmission based on measurements taken from campus wastewater system dynamics.

A student's master's thesis sought first to understand the current state of disability inclusion at the Rollins School of Public Health and then to identify community-centered, evidence-based recommendations for change using a mixed-methods design.

A student's master's thesis focused on patterns of healthcare utilization and climate migration of immigrants in the U.S., particularly in the southeast region, which remains poorly understood. They developed a triage screen to identify refugees and immigrants in an ethically appropriate manner. They piloted the triage screen in the Emergency Department (ED) of an Emory hospital, and conducted a mixed quantitative/qualitative follow-up survey and chart review to assess health status, healthcare encounters, and climate migration. ]

## Optional Fields

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

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**Additional documentation to support the submission:**

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

Sustainability Minor capstone projects (internal files)

[Emory theses and dissertations](#)

[ENVS theses and capstones](#)

[Saikawa Lab](#)

# Research

**Points Earned** 9.01

**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.

<b>Credit</b>	<b>Points</b>
Research and Scholarship	3.01 / 12.00
Support for Sustainability Research	4.00 / 4.00
Open Access to Research	2.00 / 2.00

## Research and Scholarship

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**Score**

3.01 / 12.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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**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.

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

# Part 1. Sustainability research

**Total number of employees that conduct research:**

2,178.0

**Number of employees engaged in sustainability research:**

60.0

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

2.7548209366391188

## Part 2. Sustainability research by department

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

67.0

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

16.0

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

23.88059701492537

# Research Inventory

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

[STARS\\_IRDS\\_RDA\\_Award\\_Report\\_July2024\\_2021-23\\_Final.xlsx](#)

## **Inventory of the institution's sustainability research:**

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

This year, Emory reused its methodology from our past report but made changes to how courses were categorized based on the best judgment of staff. Our methodology was to create a list of keywords made up of AASHE-recommended keywords and phrases that centered on UN SDG references. 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 Sustainability staff reviewed all of the research descriptions and identified whether or not they were sustainability-focused or sustainability-inclusive, and eliminated those that were neither. We used the long research descriptions to conduct this review.

As a public health-focused research institution, a common SDG combination was SDG 3: Good Health and Well-Being and SDG 10: Reduce Inequalities. We believe this research contributes significantly to advancing sustainability by actively addressing racial or historical disparities, often associated with environmental health issues or institutional discrimination (SDG 16).

We also feel we have undercounted the total number of research projects addressing sustainability because of incomplete or unavailable information. Many titles suggested a strong sustainability element, but we could not provide substantial references to support our hypothesis and accordingly did not include these.

## Optional Fields

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

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

**Additional documentation to support the submission:**

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

All data reported in this section for September 2021-August 2023

The spreadsheet includes the following columns:

**Fiscal Year:** the fiscal year of the award

**PI Name**

**Operating Unit:** School in which the PI operates

**Department:** Program or major in which the PI operates

**Title:** Award title

**Description:** Award description. In some cases links to additional information have been provided in the cases where the description itself may not be considered sufficiently detailed to evaluate.

**Justification:** the SDG or SDGs addressed by the research award.

## Support for Sustainability Research

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### Score

4.00 / 4.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct 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

## **Student sustainability research incentives**

### **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:**

#### **The Office of Sustainability Initiatives Incentives Fund**

The Office of Sustainability Incentives Funds are awarded each fall to support research, campus-based projects, and the development of new rituals to promote sustainability and social justice on Emory's campuses. Faculty, staff, and students from Emory University and Emory Healthcare are eligible to apply. Priority is given to proposals in the areas of waste, sustainable food, energy, alternative transportation, and connection to "place." Funds may be used for supplies, materials, publicity, and travel costs. Grantees are responsible for creating and managing a project budget, managing all financial transactions, and maintaining documentation for all grant-approved purchases and work. Research and projects must be carried out on campus. From 2021-2023, OSI awarded \$48,956 in Incentives Fund grants.

#### **The Sustainability Minor Capstone**

Students who minor in sustainability must carry out a capstone project on sustainability research for which they receive three credits. Capstone projects may be research, an internship, a campus project, volunteer work, or other practicum experience. Students are supervised by a faculty member and incentivized by course credit and mentorship.

#### **Environmental Science Research for Environmental Science Majors**

The Department of Environmental Sciences encourages and supports student research, many of which focus on issues related to sustainability. 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. The Lester and Turner Grants are awarded to undergraduate majors and graduate students in Environmental Sciences to support research, enhance educational opportunities, and encourage environmental scholarship and leadership.

#### **Department of Anthropology Research**

Students in anthropology are encouraged to get involved in research early in their Emory careers. Students may participate in research through the Undergraduate Research Programs, by enrolling ANT 497 Directed Research for academic credit, or they may seek funding for independent research. Students may choose to focus their research on various areas of specialization, such as the global development and sustainability cluster. This cluster focuses on issues such as inequality, poverty, food insecurity, and climate change.

#### **Turner Environmental Law Clinic**

Students at Emory School of Law's Turner Environmental Law Clinic are incentivized to study sustainability by course credit and mentorship. Students work closely with a faculty member and gain hands-on experience working in environmental law. During the reporting years, the work of the Clinic supported Emory's partnership development with the Conservation Fund to start the Working Farms Fund program. Additionally, students in the Clinic answered research questions about the validity of carbon sequestration calculations about soils managed with different sustainable practices and with different crops planted. Incentives are provided via a two-year paid fellowship.

#### **Research at the Rollins School of Public Health**

The Rollins School of Public Health offers a variety of degree programs including a Master of Public Health (MPH), Master of Science in Public Health (MSPH), Environmental Sciences and Environmental Health 4+1 (BS/MPH), and dual-degree programs. Public health students often participate in sustainability research. Research in the Rollin's Gangarosa Department of Environmental Health spans a wide range of environmental issues related to sustainability, including climate change, air

pollution, and water, sanitation, and hygiene (WASH). Sustainability research at the Rollins School of Public Health is incentivized by course credit, funding opportunities, and mentorship.

### **Master's in Development Practice**

The Emory Master's in Development Practice (MDP) is a program in the Laney Graduate School. Students are highly encouraged to incorporate sustainability into their studies. Students gain experience in the field by participating in two summer field practicums and internships throughout the year focused on issues of sustainable development. Research in sustainability is incentivized by course credit, mentorships, and internships.

### **Population Biology, Ecology, and Evolution Graduate Program**

Emory's Population Biology, Ecology, and Evolution (PBEE) Graduate Program offers graduate students a multidisciplinary approach to understanding the mechanisms that underlie the diversity and complexity of life. We study these fundamental biological processes in a wide range of organisms, from viruses to humans. Our program's overarching goal is to provide our students with a broad set of skills that will allow them to pursue successful careers in teaching and research. Students gain a broad knowledge of population biology through our core curriculum and first-year research rotations. The unifying focus of our program is on quantitative methods that can be applied to a wide range of problems. Such research is incentivized by funding, mentorships, and course credit.

### **Undergraduate Research Programs**

The Undergraduate Research Program (URP) supports undergraduate research and scholarship opportunities, allowing students to participate in meaningful research early on in their academic careers. URP supports research through grants, faculty-student research partnerships, and one-on-one advising. Summer research stipends are provided through URP's 10-week Summer Undergraduate Research Experience (SURE) program. The SURE program allows undergraduate research fellows to conduct full-time independent research under the direction of a faculty member. SURE participants receive a housing award, hands-on research experience, mentorship, networking opportunities, and graduate school preparation. Many students take advantage of the URP's research and funding opportunities to engage in sustainability-focused research. Past theses for the URP include:

- Crop Protection Inputs and Meteorological Conditions: Limiting Greenhouse Gas Emissions
- Determinants of Sustainability in Community Development: Progress, Challenges, and Opportunities
- 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

### **Scholarly Inquiry and Research Experience (SIRE) Program**

The SIRE 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 work closely on a faculty-led research project for a full academic year to gain the skills of an effective researcher. Students are compensated through a work-study stipend or course credit. This program can place undergrads under professors working in the field of sustainability or humanitarian projects.

### **The Fox Center for Humanistic Inquiry Fellowships**

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. Among the current Undergraduate Humanities Honors Fellows is a student majoring in Anthropology and minoring in Sustainability. Their honors thesis is titled "The Lives of Urban Agriculturalists: Oral History and Exhibition as Anthropological Research Method." Their thesis works with the Emory Oral History Program to create an oral history collection from interviews with urban agriculturalists in Atlanta and will culminate in a multi-media art exhibition that represents the collection's findings.

### **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 underserved 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. Recent projects include: Assessing Disaster Preparedness of the Clarkston Refugee Community; Structural Health: Immigrants, the State, & the Built Environment in Sao Paulo, 1870-Present; and Affordable mHealth Technology for Point-of-Use Water Quality Testing in Guatemala.

## **Faculty sustainability research incentives**

### **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:**

#### **The Office of Sustainability Initiatives Incentives Fund**

The Office of Sustainability Incentives Funds are awarded each fall to support research, campus-based projects, and the development of new rituals to promote sustainability and social justice on Emory's campuses. Faculty, staff, and students from Emory University and Emory Healthcare are eligible to apply. Priority is given to proposals in the areas of waste, sustainable food, energy, alternative transportation, and connection to "place." Funds may be used for supplies, materials, publicity, and travel costs. Grantees are responsible for creating and managing a project budget, managing all financial transactions, and maintaining documentation for all grant-approved purchases and work. Research and rituals must be carried out on campus. From 2021-2023, OSI awarded \$48,956 in Incentives Fund grants.

#### **The Piedmont Project**

The Piedmont Project is an interdisciplinary summer development program that gives faculty members and graduate students the tools to integrate sustainability and environmental issues into the classroom. Key efforts for the project include workshops, the development of a new course or module that incorporates sustainability or environmental issues, and cross-disciplinary dialogue. These sometimes result in research collaborations and grants as well as teaching innovation. Faculty and graduate students are provided a small stipend for participation in the program.

#### **The University Research Committee (URC)**

The University Research Committee (URC), oversees a competitive, annual research grant program to support research and creative projects in fields with limited external funding, or to explore new areas of research that are likely to attract future external support. Eligible applicants are regular, continuing full-time faculty of Emory University. URC grants are open to eligible applicants from all Emory schools and disciplines. URC eligibility follows criteria for "full-time faculty" as defined within each school. Many sustainability-related projects have benefited from the URC's support. Proposals are reviewed by five broad discipline-based subcommittees. Recent awards include: Investigating the Burden of Antibiotic Resistance Among Atlanta Residents Through Community-Based Wastewater Surveillance; Born in Blood explores the violent making of the modern world that witnessed the emergence of humans as a global geophysical force; and Agricultural Adaptation to Changing Climate in Georgia.

#### **Center for Faculty Development and Excellence (CFDE)**

The Center for Faculty Development and Excellence supports faculty in research and scholarship, teaching and pedagogy, and professional development. CDFE offers funding through the Public Scholarship Advancement Fund and Scholarly Writing & Publishing Fund to help faculty advance their work as scholars. Grants are also available to support faculty teaching. The Community-Engaged Learning Grant can be used to incorporate service-learning into courses, which has been used by faculty for sustainability-related efforts. CDFE funding has been used to support work in climate change and sustainable food studies.

#### **The Fox Center for Humanistic Inquiry Fellowships**

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.

#### **HERCULES Exposome Research Center**

HERCULES represents a significant financial investment to build and support environmental health research at Emory and Georgia Tech. HERCULES is one of [about 20 centers](#) across the country

dedicated to supporting all aspects of environmental health research at their home institutions and to developing collaborations with researchers across the country. The environment, broadly defined, plays a major role in health and disease, but has been underrepresented in biomedical and public health research. The exposome provides a conceptual framework to better incorporate the environmental component into the study of disease and health. The vision of HERCULES is to serve as an intellectual hub in the advancement and translation of exposome research to improve human health. HERCULES provides key infrastructure and expertise to develop and refine new tools and technologies. The Integrated Health Sciences Facility Core and the Environmental Health Data Sciences Core work together to develop and apply needed tools and expertise to assess the exposome. Through a Pilot Project program, it supports the development of new ideas and approaches by its investigators. Its Career Development Program supports new investigators as they begin their research careers as well as more experienced investigators to gain additional skills. Importantly, they also recognize the critical importance of their community partners. Through their Community Engagement Core, they interface with local communities and stakeholders to inform our research and share their findings.

## **Recognition of interdisciplinary, transdisciplinary and multi-disciplinary research**

**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:**

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**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 multi-disciplinary and seeks additional input in its decisions from a broad spectrum of experts to ensure that interdisciplinary research is adequately reviewed. Special mention is made of encouragement for interdisciplinary research in the Principles for Promotion and Tenure, but Emory's size and strong history of support for interdisciplinarity in hiring, retention, and funded programs speaks for itself.

Emory's latest T&P principles and procedures document can be found here:

<https://college.emory.edu/faculty/documents/tenure-track/principles-procedures-for-appointment-promotion-tenure-december-2022-revision.pdf>

## **Library support**

### **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, and Public Health also support sustainability-related teaching and research.

Specific Library Resource Guides Currently online:

#### **Anthropology Librarian: Lori Jahnke**

ANT 190: People, Nature, Place: Anthropology & the Environment

#### **Environmental Sciences Librarian: Kristan Majors**

- Ecology
- Sustainability
- Mvskoke (Creek) Language & Ecology
- Environmental Justice
- Energy Resources
- Emory, its Environmental & Sustainability History
- Environmental Honors & Independent Research Guide
- Environmental Sciences Films
- International Environmental Policy
- U.S. Environmental Policy
- WaterHub & Wastewater management

## Optional Fields

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

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**Additional documentation to support the submission:**

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

All data reported in this section are from September 2020--August 2023.

## Open Access to Research

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### Score

2.00 / 2.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

## **Open access repository**

**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 the 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.

## Open access policy

**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:**

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**The institution's open access policy:**

The following Open Access Policy was unanimously approved by the 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 articles<sup>1</sup>. Each faculty member grants 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 open dissemination. In legal terms, each Faculty member grants to Emory University a nonexclusive, irrevocable, royalty-free, worldwide license to exercise any 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 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 the 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 the 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, which scholars give to the world without expectation of payment. This encompasses peer-reviewed journal articles and any unreviewed preprints that they may wish to put online. (<https://www.opensocietyfoundations.org/voices/opening-access-research>) 2. For 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

## **APC fund**

### **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 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-served 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.

## Open access journal hosting

**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 the author's 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. SCO is available to answer questions about author agreements and book contracts, copyrights, open-access publications, permissions, and more. SCO provides assistance reviewing author agreements, book contracts, as well as copyright issues, including fair use, classroom guidelines, how to obtain permissions for scholarly publications, and identifying copyright holders. SCO can help with selecting an appropriate repository to deposit and share research data. SCO provides support for authors 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. SCO hosts specialized workshops tailored to a specific focus or topic available by request.

The office supports three open-access repositories that 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. SCO coordinates the ETD system and offers consultations on copyright issues about 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 SCO for assistance submitting work to OpenEmory.

### **Funding Opportunities**

Emory University Libraries provide 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.

## Optional Fields

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

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

<https://libraries.emory.edu/research/open-access-publishing>

**Additional documentation to support the submission:**

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

The Emory Faculty's Open Access Policy does not mandate or require that all scholarly publications be made available open-access. Rather, it supports a commitment to the distribution of open-access scholarly publications 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 Earned** 20.07

**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.

<b>Credit</b>	<b>Points</b>
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	2.57 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	1.50 / 2.00

## Student Educators Program

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Score	Responsible Party
4.00 / 4.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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.

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

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

**Number of students enrolled for credit:**

14,841.0

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

14,841.0

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

100.0

## **1st program**

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

Resident and Sophomore Advisor Program

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

Emory's Resident and Sophomore Advisors (RA/SA) are live-in student staff members who work collaboratively to create and maintain a safe, inclusive, and flourishing community of care for the academic and personal growth of the students within an assigned living unit. RA/SAs assist in developing community, engage students with various programs, and support residents as they navigate personal and academic transitions while living on campus. RA/SAs are to uphold the ORSFL educational priority, preparing students to be responsible global citizens.

All Resident Advisors (RAs) and Sophomore Advisors (SAs) receive sustainability training during RA/SA Training 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.

Behind Closed Doors training is the name of Emory University Residential Hall Association's role-playing, scenario-based training opportunity for student staff. During this part of training, students (in groups of 8-13) rotate through scenarios they may encounter in their residential staff positions. Behind Closed Doors is created to be a memorable learning experience in which students are encouraged to put their knowledge, awareness, and skills to the test; allowing them to get a sense of how prepared they are to handle possible situations. They typically invite Emory's Office of Sustainability Initiatives to facilitate specific sustainability scenarios the RAs and SAs will go through. In August 2023, this RA/SA training incorporated staff from OSI, as well as members of the student organization Plastic Free Emory. This collaboration provided a useful sustainability tips document as well as quiz questions for our staff members' pre-training assignments.

### **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 4,387 student residents living in these halls, who are ultimately the target of this program.

### **Number of trained student educators (1st program):**

238.0

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

37.0

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

1.0

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

8,806.0

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

<https://housing.emory.edu/about/employment/resident-advisors.html>

If reporting students served by additional peer-to-peer programs, provide:

## **2nd program**

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

Zero Waste Ambassador Program

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

The Zero Waste Ambassador (ZWA) program is a vital part of Emory's initiative to reduce and divert landfill waste. Emory's 2025 Sustainability Vision sets the goal of diverting 95% of our waste from municipal landfills, and in 2021, President Fenves additionally committed to reducing unnecessary single-use plastics by 2026. The Zero Waste Ambassadors program advances these goals, training students and staff from across Emory to educate the community about proper materials management. Ambassadors champion the zero-waste lifestyle and help to engage others on campus to do the same. ZWAs are a group of student, faculty, and staff volunteers, who are actively willing to champion waste management and reduction in all areas of the Emory experience. They are Emory community members who are committed to promoting a post-landfill future that takes into account the health and well-being of surrounding communities and future generations. ZWAs empower students, faculty, and staff with the knowledge and resources to actualize the Sustainability Vision goals about 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.

The Zero Waste Ambassador team:

- Completes an initial training session with the Office of Sustainability Initiatives
- Reviews the latest ZWA updates posted on the OSI website and circulated through the OSI newsletter
- Listens to community questions regarding waste and reports back to OSI when they need more information
- Leads at least one outreach campaign or (virtual) event with members of the Emory community. Outreach ideas include, but are not limited to:
  - leads a virtual or in-person "trash talk" pop-in meeting to answer waste reduction and sorting questions
  - leads a virtual or in-person zero waste training for their student group, department, residence hall, lab, etc. with the support of the OSI staff as requested
  - Provides waste sorting advice to attendees at on-campus events
  - Contributes to a blog post on the OSI website
  - Contributes to social media posts about zero waste through OSI Facebook, Instagram, and/or Twitter accounts
  - Integrates zero waste information into existing communications channels from their network
  - Shares waste management strategies for students living off-campus
  - Creates campaigns that OSI can support.

### **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 the audience for this program. OSI recruits 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 33 students involved in FY 22 and 23, 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):**

33.0

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

30.0

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

1.0

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

990.0

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

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

If reporting students served by three or more peer-to-peer programs, provide:

### **3rd program**

#### **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 residence hall has its own RHA Sustainability Chair, whose job it is to develop his or her 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 efficiently 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):**

16.0

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

30.0

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

5.0

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

2,400.0

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

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

## **Additional programs**

### **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 the fall and 8 in the 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.

**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-a-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).

### **Number of trained student educators (all other programs):**

64.0

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

15.0

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

8.125

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

7,800.0

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

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

19,996.0

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

1.3473485614176943

## Optional Fields

**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:**

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

All data reported in this section are from September 2022-August 2023

## Student Orientation

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**Score**  
2.00 / 2.00

**Responsible Party**  
**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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"---" 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:

100.0

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

Since 2007, the Office of Sustainability Initiatives (OSI) has partnered with the colleges and schools of Emory to incorporate sustainability into new student orientation for first-year and transfer students. Listed below are Emory's current efforts to integrate sustainability in orientation. Every school is offered the opportunity to purchase sustainability-related merchandise to be given away during their school's or program's orientation. These include reusable water bottles, reusable bamboo utensil sets, or tote bags that are relevant to Emory's sustainability goals and encourage sustainable behaviors. OSI works with orientation planners to enable them to plan their events to be Zero-Waste. OSI has a table at orientation fairs and expos with most, if not all colleges and schools each August. These include Emory and Oxford Colleges, Rollins School of Public Health, Emory School of Medicine, Emory School of Law, and Laney Graduate School. OSI participates in a post-orientation student engagement expo hosted by the School of Theology and the School of Nursing. OSI shares information about student engagement opportunities, sustainability practices, and other useful information during these fairs. OSI has also been invited to present to incoming MBA students at the Goizueta Business School. OSI provides updated information each year to student tour guides who

can provide a campus sustainability tour during orientation which is open to all incoming students and their parents. Starting in the spring of 2019, Emory began equipping each academic unit of the university at orientation events with standardized recycling and composting bins to prevent waste from going to landfills. Zero-waste ambassadors stand by the bins to educate students and their parents on how to properly recycle or compost waste. The Sustainability Showcase has been held for the past eighteen years in partnership between OSI, Residence Life, and Emory College Orientation. During this informational event, sustainability student groups, operational departments, and academic departments gather in McDonough Plaza to offer first-year students a chance to find sustainability engagement opportunities early in their Emory experience. Before arriving, new Emory undergraduate and graduate students receive information on sustainable shopping, move-in recycling, and sustainable commuting as well as a general introduction to sustainability at Emory through an electronic packet and via the Orientation Canvas site which is transitioning to the Emory Welcome app in 2024. There are marked locations for residential students to place their cardboard and Styrofoam to ensure that these materials can be recycled throughout the move-in process. OSI and the Educational Garden Project host information tables for incoming students at the Orientation Expo. Transportation and Parking Services, Emory Recycles, and others are also present, offering sustainable commute and waste management information. All Resident Advisors (RA), Sophomore Advisors (SA), and Orientation Leaders (OLs) receive sustainability training from OSI staff before first-year students arrive on campus. In addition to engaging at the college and school level, OSI provides program-level sustainability presentations to several programs Anesthesiology Assistants, Physicians Assistants, Master's in Development Practice, International BBA, and the Genetic Counseling programs, among others. OSI has operated the sustainability track during the IGNITE pre-orientation program since 2023. During this week-long experience, approximately 35 incoming freshmen spend two full days with OSI staff and others gaining in-depth exposure to Emory's sustainability culture and practices.

## Optional Fields

**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:**

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

All data reported in this section are from September 2022-August 2023.

## Student Life

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**Score**

2.00 / 2.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

## Student groups

### 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:

- altKEY: altKEY is a sustainable fashion organization that spreads where activists and designers come together to spread awareness on upcycling, reducing consumption, and reusing pre-owned items. Some of the group's key events include pop-up shops at Wonderful Wednesday, sewing/upcycling workshops, and an annual fashion show showcasing sustainable designs.
- Candler Creation Keepers: The Creation Keepers are an eco-minded group 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 hold weekly community gardening sessions at the Theology Garden 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 & Solutions Team (ECAST): ECAST provides a forum for undergraduates, graduate students, and faculty across Emory's campus to conduct climate-related analyses, advance climate solutions, and host events that aim to increase our members' capacity to take action. The team is committed to helping members build the skills they need to become effective climate advocates throughout their Emory career and beyond.
- Emory Climate Organization (ECO): Emory Climate Organization is a student-led organization dedicated to increasing climate literacy and collaborating with others toward climate action.
- Emory Bike Social: The Emory Bike Social is a group of undergraduate students dedicated to promoting cycling in the Emory community. They organize regular group bike rides as well as educational events promoting sustainability and activism. Emory Bike Social collaborates with Emory Spokes Council to run the Fixie, a bicycle repair shop.
- Emory Birding Club: The Birding Club is a group dedicated to learning about birds and getting people outside. They have monthly on-campus bird walks and social meetings.
- Emory Chapter of the Climate Reality Project (ECRP): The Emory Chapter unites the intersecting issues of climate, sustainability, and social justice through hosting informative events and climate action campaigns. A successful past campaign worked to convince Emory to commit to using 100% renewable electricity. The goal of this campaign has now shifted to encourage President Fennes to declare a climate emergency.
- Emory Climate Coalition: The Emory Climate Coalition is composed of the Emory Chapter of the Climate Reality Project, Emory Climate Organization, and Emory Climate Analysis & Solutions Team. This group of organizations amplifies student voices and works together to educate, research, and act upon the climate crisis.
- Emory Ecological Society: The Emory Ecological Society provides a space for students interested in protecting biodiversity to promote conservation and environmental literacy on campus. The organization conducts ecological research, restoration, advocacy, and outreach both within the Emory community and in the metro Atlanta area. They are a recognized chapter of the Ecological Society of America's SEEDS program.
- Emory Food Chain (EFC): EFC reduces food waste on Emory's campus and fights hunger in the greater Atlanta community. The organization collects campus dining hall food that would otherwise go to waste and donates it to shelters and other community partners.
- Emory Global Health Organization: The Emory Global Health Organization is a student organization based at Emory's Rollins School of Public Health. The group engages in issues of global health outside the classroom by organizing community service events, advocacy campaigns, and networking opportunities.
- Emory Medical Student Climate Action (MSCA): Emory MSCA is composed of a group of medical students working towards climate solutions and environmental justice. They aim to advance sustainability initiatives at Emory University, Emory Healthcare, and Grady Memorial Health System. The organization educates medical trainees on climate science and aims to further environmental justice in local communities.
- Emory Spokes Council: Emory Spokes Council is a graduate, student-run organization dedicated to connecting, supporting, and advocating for biking as a sustainable alternative at Emory and in Atlanta. The group hosts social rides that bring Emory cyclists together to explore the city.

They hold workshops on bike knowledge and safety. They collaborate with Emory Bike Social to run the Fixie, a bicycle repair shop.

- **Emory Wildlife Disease Association:** Emory WDA educates students about wildlife health and disease. They aim to connect members to career, volunteer, and research opportunities. Activities include guest lectures, workshops, conferences, and field trips.
- **Environmental Law and Conservation Society (ELCS):** ELCS works to foster the role of environmental law as a comprehensive practice area for careers ranging from government employment and public interest work to industry representation. The society emphasizes educational enrichment and hands-on experience in environmental conservation, helping students network with practitioners, learn about current environmental legal issues, and volunteer in the Atlanta community.
- **Goizueta Energy & Clean Tech Association:** This organization brings together students, professors, alumni, and industry professionals to promote awareness, encourage discussion, and foster the development of energy, infrastructure, mobility, and clean technology-related topics.
- **Goizueta Net Impact:** GNI Net Impact is an international nonprofit organization composed of leaders in corporate social responsibility, social entrepreneurship, nonprofit management, international development, and environmental sustainability with a mission to inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world.
- **Herbicide Free Emory/Re:Wild Emory:** Herbicide Free Emory works to protect biodiversity and prevent the use of toxic herbicides on Emory's campus.
- **Outdoor Emory:** Outdoor Emory provides opportunities for the Emory community to experience adventures in the great outdoors, ranging from apple picking and day hikes to skiing, caving, whitewater rafting, and more. They provide students the opportunity to get off campus, explore the outdoors, and make new friends in the most natural environment there is.
- **Plant-Based Emory:** PBE is a community for those who are vegan, vegetarian, or interested in learning more about a plant-based diet. They educate the Emory community on where their food comes from, the health and environmental implications of the food they eat, as well as how animals are treated for clothing, entertainment, and lab experiments.
- **Plastic Free Emory:** Plastic Free Emory is a student-led initiative dedicated to phasing out unnecessary single-use plastics. This is done through education, outreach, policy change, and most importantly, Emory's "Break Free From Plastic Pledge" that seeks to phase out unnecessary single-use plastics by 2026.
- **RHA Sustainability Chairs:** RHA, the largest student-run organization at Emory, oversees the residential experience at Emory from first year to graduation. RHA works in collaboration with the Office of Sustainability Initiatives (OSI) to promote environmental awareness in residence halls. The RHA Sustainability Chairs are dedicated to teaching residents how to enact change concerning sustainability by providing the necessary resources and knowledge.
- **Rollins Environmental Health Action Coalition (REHAC):** REHAC is a student-run organization that promotes sustainability and environmental justice at Emory's Rollins School of Public Health. They seek to improve and protect our living and working environment through locally-focused and collaborative environmental health education and action. They organize volunteer opportunities, advocacy events, and guest lectures.
- **Slow Food Emory:** Slow Food Emory is a chapter of the international Slow Food Movement that advocates for "good, clean, and fair" food. The organization works to increase access to fresh, healthy food while simultaneously reducing food waste. Slow Food Emory collects excess produce from the Grant Farmers Market and the Educational Gardens, and prepares it for those in need, including the Hope Cancer Lodge, Free99 Fridges, and the Nicholas House. They host food-related events throughout the year, including wood-fired pizza-making and cooking demos.
- **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 service trips in Atlanta, including sustainability-related service trips to Trees Atlanta, local community gardens, and community food banks. VE coordinates three large-scale days of service: Welcoming Day of Service, Emory Cares Day, and Emory's Day On. Past trips have included tree plantings with Trees Atlanta, streambank restoration in Lullwater Preserve on Emory's campus, and trail maintenance and invasive species removal in Clyde Shepherd Nature Preserve. Additionally, VE runs Alternative Fall & Spring Breaks which expose students to social and environmental justice issues such as food insecurity, homelessness, and poverty through service learning.
- **Zero Waste Ambassadors:** The ZWA program is a vital part of Emory's initiative to reduce and divert landfill waste. ZWAs serve as peer-to-peer educators on proper waste management and

reduction. ZWAs use a hybrid of virtual and in-person methods to conduct outreach and education. Ambassadors engage with the community by co-leading monthly "trash talks," contributing to OSI blog posts, leading waste training sessions, and educating other groups/communities that they are part of about Emory's zero landfill waste initiative.

## **Gardens and farms**

**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 all members of 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, and healthy food. There are eight garden plots located on the main campus, growing a variety of fruits, vegetables, and herbs. Gardens are maintained by weekly volunteers and a student gardens intern with the guidance of a part-time Educational Gardens Coordinator. The Coordinator leads garden workshops, tours, and general campus outreach and education.

In 2014, the Oxford College Organic Farm opened to produce a diversity of produce, allowing students to gain hands-on experience with sustainable agriculture. The Organic Farm is run by a Farmer-Educator, an Assistant Farmer-Educator, an Apprentice, around 20 student workers, and over 100 volunteers each academic year. Student workers can work up to ten hours each week, learning organic farming techniques and hosting student volunteer groups each Friday. Volunteers assist with seasonal production and farm maintenance. Its produce is distributed through Emory dining halls, a weekly Farmers Market, and a Community Supported Agriculture (CSA) program. While the Oxford campus is not within the geographical scope of this STARS report, students from Emory's main campus volunteer, visit, and learn there.

The Oxford College Organic Farm hosts a three-season CSA program for all members of the community, with convenient pickups on Emory's Oxford College and Emory's Atlanta campuses. The Oxford Farm staff, student employees, and student volunteers 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. CSA boxes are returned and reused from week to week. The CSA has 30-50 participants each season. While the Oxford campus is not within the geographical scope of this STARS report, many community members on Emory's main campus are CSA subscribers.

## **Student-run enterprises**

**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:**

altKEY is a student-run sustainable fashion organization where activists and designers come together to spread awareness on upcycling, reducing consumption, and reusing pre-owned items. Events include pop-up shops at Wonderful Wednesday, sewing/upcycling workshops, and an annual sustainability fashion show. altKEY raises money by collecting, upcycling, and re-selling clothes.

## **Sustainable investment and finance**

**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:**

The Office of Sustainability Initiatives Incentives Funds are awarded (\$3,000-\$5,000) each fall to support research, campus-based projects, and the development of new rituals to promote sustainability and social justice on Emory's campuses. 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. Grantees are responsible for creating and managing a project budget, managing all financial transactions, and maintaining documentation for all grant-approved purchases and work. 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."

## Events

**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 events on campus. Earth Day since 2015 has progressed into Earth Month. Throughout the month, the Office of Sustainability Initiatives (OSI) features activism tips, news, and resources. The multitude of events happening throughout April are published in OSI's events calendar.

Each fall, students in a 1-credit anthropology course put on a Sustainable Food Fair in collaboration with OSI and Emory Dining. This lively event features locally farmed food, educational tables on topics such as fair trade and local produce, live music and performances, and local stores and nonprofits in the Emory area that are committed to sustainable food production practices. The Food Fair was held in Fall 2021, Fall 2022, and Fall 2023.

The Emory Farmers Market is hosted weekly on campus during the school year and often has events to educate members of the Emory community about sustainable food. Past events have included awareness regarding seasonal food, pollinators, food waste, farmer workers' rights, 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.

OSI sponsors case competitions that seek to engage the community's brightest minds in solving today's sustainability development challenges. In 2022, students competed in a Plastathon in partnership with The Hatchery, Emory Center for Innovation, and the Plastic Free Emory student group to develop innovative solutions intended to reduce unnecessary single-use plastics on Emory's campus.

Each February, Green Networking Night, hosted annually by the Career Center and OSI, brings over sixty alumni and colleagues working in green careers to network with Emory students.

The James Weldon Johnson Institute hosts scholars on the "First Friday" of every month on campus to discuss topics related to race and difference.

In Fall 2022 and Spring 2023, a Symposium on Biological Diversity and a Campus Sustainability Summit were held on campus, fostering community among members of the Emory community interested in environmental and sustainability issues.

Beginning in 2022, Emory created a series of six "Community Conversations" held at various locations to engage students, faculty, and staff in Emory's third Climate Action Plan, which was published in October 2023.

## **Cultural arts**

**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:**

CultureShock is

College Council's (CC) annual event that showcases and celebrates the diversity that makes our campus unique as well as promotes the overall unity within the Emory community. It started in Fall 2013 with the purpose to enhance school spirit, cultural diversity, collaborative unity, and community engagement, which are the four tenets that comprise the basis for CC's outreach to the community. Different divisions of Campus Life including SILT and RACE as well as various cultural and performance groups come together to share and celebrate the different cultures at Emory. In addition, a special keynote speaker will often be invited to share their experience and cultural values.

During Earth Week, there are a variety of sustainability-related arts events and performances. In 2021, the student group ECAST showcased art pieces by student artists related to the environment in an "eARTh gallery." In April 2022, Emory's Rose Library partnered with the Dance and Movement Studies Program to present "Move, Preserve, Sustain" as part of Emory's 2022 Earth Day celebration. The performance celebrated the natural spaces of Emory's main campus and showcased the Rose Library's environmental sustainability collections. In 2023, Emory hosted several events related to Earth Day, including a screening of "Hands On: Women, Climate Change" through REHAC.

In 2021, 2022, and 2023, the Emory Climate Coalition hosted a climate strike inspired by the Fridays for the Future Movement where youths around the world strike for action on climate change. It is a student-led demonstration and moral call to action on the climate crisis with guest speakers and art supplies provided for sign making.

The Carlos Museum on Emory's campus has curated multiple installations related to sustainability. Open from September to December 2021, the "Each/Other" exhibit featured the work of Marie Watt and Cannupa Hanska Luger, two indigenous contemporary artists whose processes focus on collaborative artmaking. The "And I Must Scream" exhibit open from January to May 2022 brought attention to the global climate crisis.

In October 2022, Theater Emory held the Earth Matters on Stage 2022 EcoDrama Playwrights Festival. Performances addressed ecological issues and environmental crises.

## **Wilderness and outdoors programs**

**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:**

Outdoor Emory (OE) operates in line with Leave No Trace and incorporates this principle into the curriculum used to train trip leaders. The group organizes several weekend trips around the Southeast including whitewater rafting, hiking, rock climbing, and backpacking. The trips are subsidized by money from the Student Government Association (SGA) to increase their affordability for Emory students. Every year, OE leads three-day Student Outdoor Adventure Retreat (SOAR) trips for incoming students. Trips take place before students move in, allowing incoming students to meet other new faces while sleeping under the stars, rafting down a river, climbing rocks, or riding horses through the countryside.

## **Sustainability-focused themes**

**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:**

In 2023, the IGNITE pre-orientation program launched a sustainability track in partnership with Emory's Office of Sustainability Initiatives, educating incoming students on the work that Emory has done so far to make the campus a greener place. Over two days, students toured points of interest on campus including Lullwater Preserve, Educational Gardens, and the Oxford Organic Farms while learning about the history, practices, and culture of sustainability. Through exercise, conversation, and in-person experiences, nearly 40 first-year students gained in-depth exposure to nearly 20 years of sustainability efforts on campus.

## **Sustainable life skills**

### **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 Operations has partnered with OSI to incorporate sustainability themes into programming for residents. Past programming includes donation drives, waste sorting discussions, gardening initiatives, using Atlanta's public transportation, and reducing water and energy when doing laundry.

Emory's Educational Gardens offers weekly volunteer experiences that enable students (as well as staff and faculty) the opportunity to work in one of eight educational gardens on campus performing tasks like weeding, watering, planting, and harvesting. Volunteers who commit at least one hour per week are permitted to take home produce they have helped grow, extending this experience into their kitchens as they learn to cook with fresh, organic produce.

Residence Hall Association (RHA) Sustainability Chairs support sustainability efforts with their sustainability programming and conduct outreach and education in each hall. Sustainability Chairs incorporate sustainability into all RHA programs and ensure events are zero-waste.

Through the Office of Sustainability's Zero Waste Ambassadors program, students, staff, and faculty learn how to properly sort and reduce waste. Zero Waste Ambassadors are vital in helping the Emory community divert waste from landfills and reach its zero landfill waste goals.

## **Student employment opportunities**

### **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 Initiatives (OSI) hires undergraduates, graduate students, Federal Work-Study students, and Rollins Earn and Learn (REAL) participants as paid interns throughout the academic year and summer to assist staff with on-campus initiatives.

Residence Life and Housing hires undergraduate Resident Advisors (RAs) and Sophomore Advisors (SAs). All RAs are trained before students arrive in the fall as well as during the Resident Advisor class on how to incorporate sustainability themes into their programming for residents.

At the Rollins School of Public Health, the REAL program provides funding for 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 (EASL) program of the Center for Ethics offers an 8-week summer internship. It requires a minimum of 270 hours of service and includes classroom instruction that provides the students with basic leadership and ethical skills and allows them an opportunity to process their experiences. Students learn about different approaches to business and decision-making processes that shape nonprofit organizations, many of which operate with sustainability at the forefront of their work.

The Georgia Climate Project is a state-wide network co-founded by Emory to address climate impacts in Georgia. The Georgia Climate Project offers paid summer internships to undergraduate and graduate students.

The Green Careers Internship Fund is offered through Emory's Department of Environmental Sciences. The fund provides a stipend for students who would otherwise be unable to afford to participate in sustainability or environmental internships. Through this fund, students can gain work experience that will help them pursue green careers. Students must enroll in ENVS 497 "Undergraduate Internship" and complete a minimum of 160 hours of work in the internship.

## **Graduation pledge**

**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."

# Optional Fields

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

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**Additional documentation to support the submission:**

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

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

Virtual Guide: [https://sustainability.emory.edu/wp-content/uploads/2022/08/Final\\_Sustainability-Showcase-Virtual-Guide-Fall-2022.pdf](https://sustainability.emory.edu/wp-content/uploads/2022/08/Final_Sustainability-Showcase-Virtual-Guide-Fall-2022.pdf)

Educational Gardens Project: <https://sustainability.emory.edu/programs/gardens-farming/>

Funding Opportunities: <https://sustainability.emory.edu/get-involved/funding-opportunities/>

Conferences, speaker series, symposia, or similar events focused on sustainability:

2022 Year in Review: <https://sustainability.emory.edu/2022-year-in-review/>

Sustainable Food Fair: <https://emorysustainable.wixsite.com/food>

Symposium on Biological Diversity: <https://thehub.emory.edu/event/8025712>

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

Community Conversations: Emory Talks Climate Action: <https://sustainability.emory.edu/programs/community-conversations-emory-talks-climate-action/>

Emory Climate Action Plan: <https://sustainability.emory.edu/emory-publishes-2023-climate-action-plan/>

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

Earth Matters On Stage Festival: [https://news.emory.edu/stories/2022/10/er\\_theater\\_emory\\_20-10-2022/story.html?](https://news.emory.edu/stories/2022/10/er_theater_emory_20-10-2022/story.html?utm_source=Emory_Report&utm_medium=email&utm_campaign=Emory_Report_EB_102522)

[utm\\_source=Emory\\_Report&utm\\_medium=email&utm\\_campaign=Emory\\_Report\\_EB\\_102522](https://news.emory.edu/stories/2022/10/er_theater_emory_20-10-2022/story.html?utm_source=Emory_Report&utm_medium=email&utm_campaign=Emory_Report_EB_102522)

“And I Must Scream” Exhibit: [https://news.emory.edu/stories/2022/01/er\\_carlos\\_and\\_i\\_must\\_scream\\_20-01-2022/story.html](https://news.emory.edu/stories/2022/01/er_carlos_and_i_must_scream_20-01-2022/story.html)

[er\\_carlos\\_and\\_i\\_must\\_scream\\_20-01-2022/story.html](https://news.emory.edu/stories/2022/01/er_carlos_and_i_must_scream_20-01-2022/story.html)

“Each/Other” Exhibit: <https://carlos.emory.edu/exhibition/eachother-marie-watt-and-cannupa-hanska-luger>

Climate Strike: <https://emorywheel.com/fourth-student-led-climate-strike-demands-climate-action-from-administration/>

Emory and Georgia Tech Arts & Sustainability “Hack-a-thon” Event: <https://www.eventcreate.com/e/fall-2023-eghi-gt-hackathon> <https://partnerproject.wixsite.com/emory>

Additional web pages for sustainability-focused student employment opportunities:

EASL: [http://www.ethics.emory.edu/pillars/citizenship/EASL/Summer\\_Internships.html](http://www.ethics.emory.edu/pillars/citizenship/EASL/Summer_Internships.html)

Georgia Climate Project: <https://www.georgiaclimatoproject.org/tag/internships/>

OSI: <https://sustainability.emory.edu/get-involved/internships-and-sustainable-careers/>

REAL: <https://sph.emory.edu/rollins-life/community-engaged-learning/real/index.html>

Residence Life: <https://housing.emory.edu/about/jobs/reslife.html>

## Outreach Materials and Publications

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### Score

2.00 / 2.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### Criteria

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

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

## **Central sustainability website**

**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/>

## **Sustainability newsletter or social media platform**

### **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 2025-2036 and sustainability tips. At the time of submission, the listserv has 2,214 subscribers. The Office of Sustainability Initiatives' Green Offices at Emory and Green Labs at Emory programs have dedicated newsletters that are sent monthly to the 17 offices and 30 labs that are certified under these programs. The Office of Sustainability Initiatives also sends a dedicated newsletter to 127 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), Instagram (@emorysustainability) and LinkedIn (@Emory Office of Sustainability Initiatives) OSI also manages the Instagram account for the Emory Farmers Market (@Emoryfarmersmkt) and has produced a series of vendor profiles posted on OSI's YouTube channel ([https://www.youtube.com/playlist?list=PLGYKbXira2KF9I5Q07ippsGw9PKd9ldy5&si=1gDNVrXgdg\\_sW-0D](https://www.youtube.com/playlist?list=PLGYKbXira2KF9I5Q07ippsGw9PKd9ldy5&si=1gDNVrXgdg_sW-0D))

## Signage

**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. 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. Lamppost banners or other signage also mark the locations of eight educational gardens where students, staff, and faculty can volunteer in exchange for taking home fresh produce.

<https://sustainability.emory.edu/programs/gardens-farming/> 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.

## **Sustainability map or tour**

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

Yes

### **A brief description of the sustainability walking map or tour:**

The Office of Sustainability Initiatives hosts an interactive sustainability 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, elementary school classes, conferences, and for colleagues from other universities.

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

## **Green living guide**

**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:**

Featured during Orientation but available year-round, OSI updates a Sustainability Guide with versions for undergraduates, graduate students, and those located at Emory's Oxford campus. <https://sustainability.emory.edu/current-and-prospective-students/> <https://sustainability.emory.edu/wp-content/uploads/2022/06/CollegeSustainabilityGuide2023.pdf>

## Optional Fields

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

#### **Sustainability Pledge**

Via both orientation and graduation, students are invited to take a Sustainability Pledge to empower students to take actions that contribute to a more sustainable campus and world. <https://sustainability.emory.edu/get-involved/sustainability-pledge/> Emory Welcome App OSI produces and updates content for the mobile app used by students as they prepare for and arrive on campus as first-year students. It contains information about campus sustainability practices, as well as ongoing opportunities to engage in sustainability via internships, funding and service opportunities, and more. <https://apps.apple.com/us/app/emory-welcome/id6446786112>

### **Additional documentation to support the submission:**

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

All data reported in this section are from September 2022-August 2023.

## Outreach Campaign

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Score	Responsible Party
4.00 / 4.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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## 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.

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"---" 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

## **1st campaign**

### **Name of the campaign:**

Zero Landfill Waste Campaign at Large Events

### **A brief description of the campaign:**

The Zero Waste Ambassadors (ZWAs) program led by OSI has been vital in helping the Emory community reduce and divert landfill waste. At large Emory events such as Homecoming and Commencement, ZWAs use outreach and education to encourage proper waste disposal and create a more sustainable campus.

For instance, every year since 2010, Emory College and professional school Commencement events are organized as zero landfill waste events with the help of ZWAs. 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. They have ZWAs at their waste stations to help keep compostable and recyclable materials out of the landfills 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. Page 2 of the Commencement Program includes the statement "In support of Emory's sustainability initiatives, we ask that you return any unneeded copies of this program to the program distribution tables and take the time to properly dispose of your recyclable and compostable waste items in the proper containers. [https://commencement.emory.edu/\\_includes/documents/2023-emory-commencement.pdf](https://commencement.emory.edu/_includes/documents/2023-emory-commencement.pdf)

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

Zero Waste Ambassador's volunteer efforts to sort waste at large Emory events such as Homecoming and Commencement as well as their continued education on proper waste sorting at Emory increased our landfill diversion rate from 56.1% in 2021 to 58% in 2022 during our Zero Waste Campaign. Some ground was lost in 2023, with a diversion rate of 49.12%.

if reporting an additional campaign, provide:

## 2nd campaign

### **Name of the campaign (2nd campaign):**

Lab Freezer Challenge

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

In 2023, OSI's Green Labs program motivated certified labs to participate in the Lab Freezer Challenge. The Freezer Challenge is a global competition for laboratories, including students, faculty, and staff, designed to promote best practices in cold storage management. It harnesses the spirit of competition within and between laboratories to achieve greater energy efficiency, sample integrity, sample access, risk prevention, and cost savings.

With the help of newsletters, direct emails, and social media outreach, OSI increased participation by 300% among the Green Labs community. To help Emory labs better prepare for the challenge, OSI also created an interview series online with peer labs who participated in the challenge before. The interview series can be found here: [https://youtu.be/FH4I7QFPzT8?si=Paturvmy\\_18ObgDD](https://youtu.be/FH4I7QFPzT8?si=Paturvmy_18ObgDD)

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

Green Labs' efforts to reduce the energy consumption of their cold storage units during the 2024 International Lab Freezer Challenge led to an energy reduction of 104.75 kWh/day from one School of Medicine lab.

- kWh Saved for Full Defrosts: 27.8
- kWh Saved for Filters/Coils Cleaned: 14.95
- kWh Saved for Frost/Ice Cleared from Units: 12
- kWh Saved for Number of Samples Discarded: 20
- kWh Saved for ULT Freezers Chilled Up to -70 C: 0
- kWh for Units Retired: 20
- kWh for Units Upgraded: 10
- Total Estimated kWh Consumed by All Cold Storage Units in the Lab: 379
- Estimated Total kWh Saved for 2023: 104.75/day

# Optional Fields

## A brief description of other sustainability-related outreach campaigns:

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 allows students to donate items such as clothes, bedding, or furniture they no longer have use for to local Atlanta charities. During the 2023 drive, the campus diverted almost 22 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://housing.emory.edu/\\_includes/documents/move/Eagle\\_Row\\_Donation\\_Map\\_2023.pdf](https://housing.emory.edu/_includes/documents/move/Eagle_Row_Donation_Map_2023.pdf)

The Green Office Program: A voluntary program where participating students, staff, and faculty in offices and departments are given tools and training for making more sustainable decisions and changing behavior. In 2023, there are 14 active Green Office certified. More information can be found here: <https://sustainability.emory.edu/programs/green-offices-at-emory/>

The Green Lab Program: A voluntary program where participating students, staff, and faculty in labs are given tools, and training, and are eligible for funding to support more sustainable purchasing and behaviors. In 2023, there are 37 active Green Labs certified. More information can be found here: <https://sustainability.emory.edu/programs/green-labs-at-emory/>

Student Sustainability Guides: Offered for undergraduate, graduate, and professional students at the Atlanta campus and students at the Oxford campus. A two-page document offering tips for students on how to manage and sort waste (especially around move-in and move-out days), an overview of Emory's sustainability commitments, information on different methods of transportation and dining options, and ways for students to get involved in sustainability initiatives at Emory.

Link to 2023 Student Sustainability Guide: <https://sustainability.emory.edu/wp-content/uploads/2022/06/CollegeSustainabilityGuide2023.pdf>

Link to 2023 Oxford Student Sustainability Guide: <https://sustainability.emory.edu/wp-content/uploads/2022/06/OxfordSustainabilityGuide2023.pdf>

In its annual Earth Month event on April 15 2022, the Office of Sustainability Initiatives celebrated a year of contributions to campus sustainability efforts by announcing this year's recipients of the Sustainability Lifetime Achievement Awards, the Robert S. Hascall Sustainability Innovator Awards and the Outstanding Sustainability Representative Award.

Student Sustainability Showcase: During orientation, in the Weeks of Welcome program the Office of Sustainability Initiatives runs a showcase for incoming students to meet the Emory faculty, administration, and students who are leading sustainability efforts on campus.

A guide for the 2023 Student Sustainability Showcase can be found here: [https://sustainability.emory.edu/wp-content/uploads/2022/08/Final\\_Sustainability-Showcase-Virtual-Guide-Fall-2022.pdf](https://sustainability.emory.edu/wp-content/uploads/2022/08/Final_Sustainability-Showcase-Virtual-Guide-Fall-2022.pdf)

Indigenous Language Path Input Sessions: A university-wide project to develop physical reminders and rituals on Emory's Oxford and Atlanta campuses to honor the Muscogee language and knowledge as the indigenous language and knowledge of this land. These teach-in sessions have engaged the broader Emory community, not just staff, faculty, and students, and are an opportunity to learn from members of the Nation about Muscogee culture today.

Sustainable Food Fair: Each fall, students can enroll in a course in which they 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. For the fall 2023 semester, interested students enrolled in this 3-credit class, until it reaches the maximum of 18 students. They

learn in classes two times a week leading up to the Food Fair about the food system. <https://sustainability.emory.edu/event/sustainable-food-fair-3/>

Plastic Free Emory and Break Free from Plastics Pledge: Plastic-Free Emory(PFE) is a student-led collaboration with faculty, staff, administrators, and practitioners at Emory dedicated to tackling single-use plastic campus-wide. PFE is using outreach, education, policy changes, and most importantly a “Break Free From Plastic” pledge, signed by Emory University President Fennes, to phase out unnecessary single-use plastic by 2026. <https://sustainability.emory.edu/programs/plastic-free-emory/>

**Additional documentation to support the submission:**

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

All data reported in this section are from September 2020-August 2023

## Assessing Sustainability Culture

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Score	Responsible Party
1.00 / 1.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### Criteria

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

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

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"----" 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:**

[Sustainability\\_Knowledge\\_and\\_Attitudes\\_2023\\_020824.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 March 2024 to assess 2023 sustainability literacy and culture. This was the fourth assessment of employees, but a survey of 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:**

When asked "Q3 During the last calendar year, how often did you act in the following ways?" for the following behaviors, respondents answered "Usually" or "Always" at the percentage indicated:

1. Reduce energy use (use natural lighting, turn off lights when leaving a room, turn off electronics when not in use). (87.6%)
2. Conserve water (minimize water use while washing dishes/hands or brushing teeth, take shorter showers). (62.5%)
3. Act to reduce waste (carry a reusable shopping bag, decline single-use bags/utensils/straws, take a reusable to-go container). (36.6%)
4. Choose a sustainable commute (carpool, walk, ride a bike, take public transit). (58.6%)
5. Minimize or avoid unnecessary air travel. (38%)
6. Eat less meat, follow a plant-based diet, or choose sustainably produced food (e.g. organic/local/Fair Trade). (21.2%)
7. Go into Emory's forests or greenspaces for restorative time or recreation.
8. Engage in an activity because of its sustainability-related focus (take a course, create a course, attend a training or event). (14.2%)
9. Conserve paper (take fewer paper towels, print less often, use recycled paper, print double-sided, use digital documentation). (67.5%)
10. Avoid purchasing bottled water by consuming water from bulk sources, a refillable bottle, or the tap. (79.1%)
11. Carefully sort waste into appropriate blue recycle and green compost bins, rather than dumping all waste together into one bin. (82.9%)

## Optional Fields

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

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**Additional documentation to support the submission:**

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

Survey was conducted in March 2024 for responses related to experiences in 2023.

## Employee Educators Program

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Score	Responsible Party
2.57 / 3.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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.

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

## **Part 1. Percentage of employees served by a peer-to-peer, sustainability educators program**

**Total number of employees:**

19,203.0

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

13,753.0

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

71.61901786179243

## **1st program**

### **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 on their respect among colleagues and their leadership capabilities to help Emory achieve its sustainability goals. In the event of staff turnover, successors are recruited by the position holder or OSI as circumstances warrant.

The role of a sustainability representative is: to be an ambassador of the initiative to each school and department; to encourage behavioral changes that will create a more sustainable Emory; and 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 up to 1 hour 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.

Given their position in most departments and buildings, Emory considers the Sustainability Representatives program to serve a significant majority of University employees.

### **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. They share news from OSI on enterprise-wide sustainability achievements, engagement opportunities, and signature sustainability programs (Green Office/Labs, etc.). Sustainability Representatives also carry feedback and insight back to OSI to inform and improve sustainability activities.

### **Number of trained employee educators (1st program):**

47.0

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

50.0

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

1.0

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

2,750.0

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

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

If reporting employees served by additional peer-to-peer programs, provide:

## **2nd Program**

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

Zero Waste Ambassador Program

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

Waste sorting is "the gateway to sustainability" at Emory. Following the 2018 adoption of a comprehensive waste policy and associated sorting protocols, one cannot avoid facing decisions about what to do with waste on campus. Emory's five-bin system requires specific knowledge and the ability to evaluate the material one wishes to dispose of.

Zero Waste Ambassadors (ZWAs) empower students, faculty, and staff with the knowledge and resources to actualize the Sustainability Vision goals about 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 complete training and 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.

In addition to education and support conducted by individual ZWA in their primary departments, buildings, or offices, ZWA staff several of Emory's large campus events, including Homecoming, Commencement, and Staff Fest, making them a prominent presence on campus and available to a significant majority of employees on 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. Since 2021, in addition to the 47 Sustainability Representatives, we have trained another 48 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):**

48.0

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

39.0

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

0.5

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

936.0

### **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>

If reporting employees served by more than two programs, provide:

## **Additional Programs**

### **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 workspaces. To receive these designations, lab and office teams 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. In total, 13 offices and 30 labs participated in these programs during FY2023. 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 1,118 a year.

**The Sustainable Food Committee** was created 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 staff and student groups to integrate the practices into their own work and outreach. There are 19 total members, of which 18 are employees, who work 35 weeks of the academic year for about 0.5 hours per week on average. Employee committee members work 315 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 FY23 worked 52 weeks of the year for an average of 0.5 hours per week, gathering support for the implementation of sustainability best practices across Emory Healthcare locations. They contributed 520 collective hours of outreach and education in one year.

**The Piedmont Project** is an interdisciplinary summer development program that 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 is to engage with faculty, recruit them to the Project, and lead them through the faculty development process. These 3 faculty work about 0.75 hours/week throughout the full year to run this effort, which totals 117 hours a year.

**Healthy Emory's** large network of Wellness Champions serves their departments, helping to promote a healthy lifestyle to their colleagues. These employees of Emory University and Emory Healthcare meet monthly and are the champions of Healthy Emory campaigns, such as Operation Eat Right incentives for eating more produce; Move More incentives for getting at least 7,000 steps a day, Sleep Better, Feel Better incentives for getting at least 7-9 hours of sleep, and Stress Less, Live More that incentives establishing stress management practices. There are currently 138 Wellness

Champions ([https://hr.emory.edu/eu/\\_includes/documents/sections/wellness/wellness-champions-list.pdf](https://hr.emory.edu/eu/_includes/documents/sections/wellness/wellness-champions-list.pdf)) who work about 2.5 hours per week for 30 weeks when actively campaigning and about 0.5 hours per week for the other 22 weeks, averaging 1.7 hours over the year, for a total of 12,144 hours per year.

**Number of trained employee educators (all other programs):**

220.0

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

30.0

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

1.0

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

14,129.0

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

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

17,815.0

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

0.9277196271415925

# Optional Fields

**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:**

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

All data reported in this section are from September 2022-August 2023

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/wp-content/uploads/2018/05/Healthcare-Sustainability-Council-Mission-and-Goals\\_July-2019.pdf](https://sustainability.emory.edu/wp-content/uploads/2018/05/Healthcare-Sustainability-Council-Mission-and-Goals_July-2019.pdf)

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

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

## Employee Orientation

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**Score**

1.00 / 1.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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**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).

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"---" 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:**

100.0

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

In 2018, HR began hosting optional, monthly New Employee Welcome Sessions for 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. The employee orientation program continues through the current reporting period.

Additionally, HR offered optional campus tours, which included 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.

# Optional Fields

**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:**

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

All data reported in this section are from September 2022-August 2023.

<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/>

<https://www.youtube.com/watch?v=DJhqEbA9luU> (Emory as Place)

<https://apps.hr.emory.edu/register/details.jsp?event=1370> (Campus Walking Tour)

## Staff Professional Development and Training

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Score	Responsible Party
1.50 / 2.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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.

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"---" 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%

If sustainability professional development and training opportunities for staff are made available or supported, provide at least one of the following:

### **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 workspaces. Certified Offices and Labs are designated with a public plaque and certificate, and individuals may use an email signature designation for their workspace certification. Training is 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 planners 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 staff (as well as students and faculty) with the knowledge and resources to actualize the Sustainability Vision goals about 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. Through training provided by OSI, 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.

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

Emory Faculty Members have the opportunity to serve as "Faculty Fellows" for OSI. Faculty Fellows for OSI advise OSI and advocate for changes in their own departments and academic units as well as providing leadership for specific issues from time to time.

All Emory health sciences clinicians, faculty, and administrators have the opportunity to participate in the Emory Healthcare Sustainability Council which meets quarterly with a [mission and goals](#) to advance initiatives in healthy, healing spaces, develop sustainable operations processes, and cultivate an understanding of connections between sustainable communities and healthy people.

### **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.

## Optional Fields

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

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

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**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:**

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**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 Earned** 13.16

**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.

<b>Credit</b>	<b>Points</b>
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	2.11 / 5.00
Community Service	2.05 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	1.00 / 2.00

## Community Partnerships

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**Score**

3.00 / 3.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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**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.

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

## **1st Partnership**

**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 that recovers and redistributes surplus medical supplies and equipment. In doing so, it directly supports six of the United Nation's Sustainable Development Goals, these being Good Health & Wellbeing, Responsible Consumption & Production, Reduced Inequalities, Quality Education, Climate Action, and Partnerships for the Goals.

Emory's involvement in MedShare dates back to 1998 when it was founded by former Emory employees. In the decades before the COVID-19 pandemic, Emory University and Emory Healthcare worked with MedShare to provide a wide variety of critically needed medical supplies and equipment like gloves, gowns, syringes, incubators, and beds to hospitals in medically underserved communities around the world. Without MedShare, these supplies would be incinerated or landfilled, negatively impacting the environment when they could have helped those in need.

Post-pandemic, MedShare stopped accepting expired supplies and is not able to perform regular pick-ups but Emory Healthcare continues to collect supplies and schedule intermittent pick-ups as we rebuild the relationship.

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

## **2nd Partnership**

### **Name of the institution's formal community partnership to advance sustainability (2nd 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? (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):**

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 the 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 SDGs 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.

During the reporting period, Emory staff have attended quarterly meetings, served as a co-chair of the Advancing Justice for All subcommittee, served as student mentors and Emory's HERCULES Exposome Research Center and Center for Community Engagement (CCE) have served in the Community of Practice.

<https://rcega.org/>

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

### **3rd Partnership**

**Name of the institution's formal community partnership to advance sustainability (3rd partnership):**

Turner Environmental Law Clinic

**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 Turner Environmental Law Clinic gives students hands-on experience working in environmental law. The Clinic provides pro bono legal representation to individuals, community groups, and nonprofit organizations that seek to protect and restore the natural environment and promote environmental justice. Key topics include fighting for clean and sustainable energy, promoting regenerative agriculture and local food systems, and protecting natural resources.

During the reporting period, the Turner Environmental Law Clinic and co-authors recently released the Environmental Justice Green Book (EJGB), a website that Director Mindy Goldstein says is a unique toolkit for communities to fight coal-fired plants, factories, landfills, trash transfer stations, biowaste facilities, and transportation hubs that are still often sited in non-white communities.

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

<https://law.emory.edu/news-and-events/releases/2023/09/turner-environmental-justice-green-book-2023.html>

## Optional Fields

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

**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 concerning 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 that 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>

**HERCULES Exposome Research Center** is a collaboration between Emory's Rollins School of Public Health and Georgia Tech, originally funded by the National Institute of Environmental Health Sciences in May 2013. The primary aim of the HERCULES Exposome Research Center is to serve as an intellectual hub in the advancement and translation of exposome research (exposome being the environmental exposures that an individual encounters throughout their lifetime, and how these exposures impact their biology) to improve human health. Hercules is achieving this vision by conducting high-impact environmental health research at their home institutions (Emory Rollins School of Public Health and Georgia Tech), developing collaborations with researchers across the USA, and building relationships and partnerships with members of the Atlanta community to determine how environmental exposures affect health and community wellbeing at a local level. For example, one research project assessed soil lead contamination in West Atlanta, which has led to Environmental Protection Agency (EPA) action to [remediate soil in that area](#). The project was also awarded \$1.35 million in funding from the EPA to continue researching any potential risks in the area for exposures among children to lead and heavy metals and metalloids, along with other environmental contaminants.

<https://emoryhercules.com/>

Ciannat Howett, Associate Vice President of Sustainability, Resilience, and Economic Inclusion, serves on the City of Atlanta's Clean Energy Advisory board in a mentoring role. Given her professional experience leading Emory's sustainability program for 18 years, she was appointed to help the city set and achieve its ambitious clean energy goal (100% clean energy by 2035) based on Emory's own sustainability efforts and successes. This relationship has only grown since Emory's most recent strategic plan (<https://one.emory.edu>) includes a plank titled "Emory + Atlanta: Rich History, Shared Future" signaling the integration and shared aims of the university and the city.

Atlanta Clean Energy Advisory Board: [https://static1.squarespace.com/static/5f91d62189677674f6d02ab6/t/642f16d98c3fe715767a4c76/1680807641592/March+14%2C+2023\\_Clean+Energy+Advisory+Board\\_Meeting+Minutes.pdf](https://static1.squarespace.com/static/5f91d62189677674f6d02ab6/t/642f16d98c3fe715767a4c76/1680807641592/March+14%2C+2023_Clean+Energy+Advisory+Board_Meeting+Minutes.pdf) (meeting minutes with Ciannat Howett listed)

**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:**

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

All data reported in this section are from September 2022-August 2023

## Inter-Campus Collaboration

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### Score

3.00 / 3.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is 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):

The Association for the Advance of Sustainability in Higher Education (AASHE)

Sustainable Purchasing Leadership Council (SPLC)

International Institute for Sustainable Laboratories (I2SL)

Post Landfill Action Network (PLAN)

Ivy+ and Listening Post

U.N. Race to Zero

Second Nature's President's Climate Leadership Network

### 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):**

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)

**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):**

Sofie DiTomasso, Climate Solutions Fellow, Georgia Climate Project 2023 Conference, May 15-17, 2023, Athens Georgia, "Early Career Reflections on Climate Solutions in Georgia.

Ciannat Howett, Associate Vice President, AASHE Conference 2023, October, 2023, online, "The Why and How of Aligning Your Institution's Values with its Food Purchases"

**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 and was awarded, a 2023 AASHE Campus Sustainability Achievement Award for [The Working Farms Fund: Partnership to Build a Sustainable Local Food System and Support a Diverse New Generation of Farmers](#), a collaboration between the Conservation Fund, Emory, and others to secure protected land for young, underrepresented or minority farmers while boosting the supply of local, sustainable food for the university and metro Atlanta area.

Sam Harber, an MBA student from Emory's Goizueta Business School was elected as a Climate Fellow for [ClimateCAP](#), where he presented a case study on a sustainability issue.

Emory University MBA students participated in a case competition (and won last year) at the [Rice Cleantech Innovation Competition \(RCIC\)](#)

**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, Atlanta's Clean Energy Advisory Board, and the National

Council on Competitiveness. She is also a Trustee for the R. Howard Dobbs, Jr. Foundation, and the PATH Foundation.

**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:**

Kelly Weisinger, former Director of Sustainability (through February 2022), served on an SPLC Peer Learning Circle working group with other higher education members and provided monthly peer reviews and feedback on a variety of sustainable purchasing-related programs, policies, guidelines, and strategies. During the reporting period, the group compared contracting and purchasing data and practices to inform how sustainability practitioners advised campuses in building and growing relationships with Amazon Business.

Kelly Weisinger, former Director of Sustainability (through February 2022), in her capacity as a board member for the International Institute for Sustainable Laboratories (I2SL), participated actively in forming, supporting or leading a working group in developing technical guidance, formulating, and documenting best practices, researching and offering case studies.

Ciannat Howett, Associate Vice President of Sustainability, Resilience, and Economic Inclusion, serves on the City of Atlanta's Clean Energy Advisory board in a mentoring role. Given her professional experience leading Emory's sustainability program for 18 years, she was appointed to help the city set and achieve its ambitious clean energy goal (100% clean energy by 2035) based on Emory's sustainability efforts and successes. This relationship has only grown since Emory's most recent strategic plan (<https://one.emory.edu>) includes a plank titled "Emory + Atlanta: Rich History, Shared Future" signaling the integration and shared aims of the university and the city.

**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:**

Emory's Office of Sustainability Initiatives, in partnership with sustainability departments from Princeton and MIT, formed a peer learning group that convened for a workshop series facilitated by Running Grass of Three Circles Center. The group shared departmental and institutional practices, data, and strategies to shape how sustainability staff integrated and formed partnerships to integrate JEDI considerations into campus and community sustainability.

Emory participated in the [Ivy Plus and Listening Post](#) compilation and comparison of data about institutional Justice, Equity, Diversity, and Inclusion practices, metrics, programs, and institutional funding and staffing. For reference, we have included the University of Pennsylvania's STARS answer, which describes Ivy+ activities for this credit: <https://reports.aashe.org/institutions/university-of-pennsylvania-pa/report/2021-08-09/EN/public-engagement/EN-11/>

## Optional Fields

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

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**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:**

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

All data reported in this section are from September 2020-August 2023.

United Nations Regional Centre for Expertise on Education for Sustainable Development - Greater Atlanta (RCE Greater Atlanta): <https://rcega.org>

Atlanta Regional Council for Higher Education (ARCHE): <https://www.atlantahighered.org/member-institutions/>

## Continuing Education

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Score	Responsible Party
2.11 / 5.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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## 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.

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

# Part 1 . Continuing education courses in sustainability

**Total number of continuing education courses offered:**

299.0

**Number of continuing education courses that are sustainability course offerings:**

21.0

**Percentage of continuing education courses that are sustainability course offerings:**

7.023411371237458

## **Course Inventory**

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

[ECE\\_Courses\\_Offered\\_FY21-23\\_for\\_STARS\\_v2.xlsx](#)

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

See attached file for course inventory.

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

Three

## **Part 2. Sustainability-focused certificate program**

**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.

# Optional Fields

## 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:

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

All data reported in this section are from September 2020-August 2023

Due to the COVID-19 pandemic, course catalogs have not been published since 2020, but a list of course titles from both Emory Continuing Education and Osher Lifelong Learning Institute is attached with an indicator of whether a course was considered "sustainability inclusive".

Due to the above constraint, the total number of courses reflects one listing per course (rather than per offering). 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 SDGs. Courses that 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 about 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 of introducing mindfulness meditation into people's lives. SDG 3 also includes targets for physical health such as ending the epidemics of communicable diseases and reducing death and illness from environmental contamination. Courses that 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 to "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 advancing economic equality and achieving a truly equitable, sustainable world. A target under SDG 8 is to "take immediate and effective measures to eradicate forced labor, 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 into avoiding a repetition of history in the present day. SDG 10 includes the target of facilitating "orderly, safe, regular and responsible migration and mobility of people," so courses mentioning immigration have been listed. Many of the courses in this list help students 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.

The spreadsheet contains the following information:

### Course Title

### Course Description

**Address Sustainability?:** Whether the course addresses a sustainability challenge as identified by the UN Sustainable Development Goals.

**SDG/Sustainability Challenge:** the specific SDG(s) or sustainability challenge addressed by the course



## Community Service

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Score	Responsible Party
2.05 / 5.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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## 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.

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

# Part 1. Percentage of students participating in community service

**Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:**

Yes

**Total number of students:**

14,841.0

**Number of students engaged in community service:**

11,873.0

**Percentage of students engaged in community service:**

80.00134761808503

## Part 2. Community service hours per student

**Does the institution wish to pursue Part 2 of this credit (community service hours)?:**

Yes

**Total number of student community service hours contributed annually:**

33,431.0

**Number of annual community service hours contributed per student:**

2.2526110100397547

## Part 3. Employee community service program

**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:**

**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. Volunteer Emory operates a variety of programs including:

**Days of Service:** Occurring three times a year, Volunteer Emory's Days of Service brings together over 1,500 students, alumni, faculty, and community members to display Emory's commitment to service. We work with local nonprofit organizations to provide service in response to the needs of the community.

**Weekly Service Trips:** Each week during the academic year, Volunteer Emory facilitates between 20-30 weekly service trips that provide opportunities for the Emory community to serve the Greater Atlanta area. All Volunteer Emory weekly service trips are led by trained Volunteer Emory members who have extensive knowledge of social justice and the community agency associated with each trip. Some of these include youth, education, hunger, homelessness environmental issues, and more. Transportation for participants is provided.

**Alternative Breaks:** During fall and spring breaks, Volunteer Emory organizes regional and local service trips that create meaningful student development experiences while Emory students meet needs identified by various agency partners.

**Community Connections:** Community Connections events act as a space for students to learn of the true range of opportunities available to students, faculty, and alumni through Volunteer Emory and give organizations a space to connect and potentially collaborate. It also serves as the glue between the various departments within Volunteer Emory and the larger student body, as well as providing support with marketing and outreach of all Volunteer Emory events.

VE: <http://community.emory.edu/programs/volunteer/index.html>

Emory Cares Day (20th Anniversary): <https://together.emory.edu/emory-cares>

The Emory University Hardship Fund is designed to assist staff and faculty members who are experiencing 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.

Link: <https://hr.emory.edu/eu/work-life/financial-programs/hardship-fund/index.html>

Each year, staff members from every corner of the campus offer to help at one or more of Emory's Commencement events. This is a unique opportunity to engage in the emotion and pageantry that surrounds Emory's Commencement exercises, and to make a difference in the lives of many. There are opportunities to volunteer beginning with the annual Chair Rodeo where the 14,000 chairs on the Quadrangle are set up in perfect rows and zip-tied together for safety. There are also opportunities to volunteer for the Commencement itself when Emory welcomes thousands of guests. In particular, the Office of Sustainability Initiatives recruits and coordinates Zero Waste Ambassadors to assist the thousands of guests who may be unfamiliar with Emory's waste sorting system, to properly dispose of unwanted items.

<https://commencement.emory.edu/volunteer/index.html>

**Vote Emory**

Since establishing a polling place on campus, Emory staff, students, and faculty have volunteered to welcome voters to our campus during early voting periods (2-3 weeks each election, ~3 elections per year). Emory volunteers greet and direct voters through the polling place, located at 1599 Clifton Road. Tables are staffed for most of the 12 hours each early voting day.

<https://community.emory.edu/programs/evi/index.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:**

3,714.0

## Optional Fields

**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:**

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

Emory has transitioned to a new volunteer management system. While the system records the total number of volunteer hours, at the time of reporting, it was not possible to distinguish between student and employee volunteer hours. Accordingly, we are estimating that 90% of volunteer hours are attributable to students, and 10% to employees.

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 based on overall statistics maintained by the University stating that 80% of students volunteer (<https://www.emory.edu/home/explore/emory-profile/facts-figures.html>)

## Participation in Public Policy

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**Score**

2.00 / 2.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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**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.

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

## Local advocacy

**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 Clifton Corridor Transit Initiative (CCTI), a proposed high-capacity transit project to directly connect Emory's campus, the Centers for Disease Control and Prevention, the Veterans Administration Medical Center and other institutions and businesses in the Clifton Corridor area into the MARTA rail system. It is the largest employment center in the region without direct access to MARTA rail or the interstate. The CCTI will provide access to thousands of job opportunities for people in Atlanta and throughout the region with all levels of experience and education that would otherwise be out of reach. Over the years Emory's presidents and leaders have met with elected officials to advocate for the CCTI, including the current President Greg Fenves, who has met on several occasions with the Mayor of Atlanta, Atlanta City Council members, and the CEO of MARTA. Additionally, \$250M has been committed to the CCTI from the City of Atlanta through the More MARTA program for the local match. The project is expected to enter into the Federal Transit Administration's application process for consideration of funding through their Capital Investment Grants program by the end of 2024.

Carrie Keogh, assistant teaching professor in Environmental Sciences, is the founding co-PI on an [AGREC](#)-funded science collaboratory that has now developed into the [Greater Atlanta Science Collaboratory](#). The collaboratory does not directly lobby governments, but it does work toward having CBOs be at the table when decisions are made and most of the collaboratory's work is related to the environment and sustainability in some fashion. AGREC funds are provided, in part by Emory.

[Eri Saikawa](#), professor in Environmental Sciences, and the director of Emory Climate Talks, is also involved with the Greater Atlanta Science Collaboratory but has also been directly involved with policy change. Her [lab website](#) lists Environmental/Climate Policy as a focus, and she is the professor who got the EPA to look at soil quality in Westside Atlanta, resulting in an [EPA site](#). She made the news (AJC) and Emory [featured the story](#).

[HERCULES](#) in RSPH has a community partnership arm that supports advocacy for clean air and water. While this is not direct advocacy, the aim is to give community partners tools, information, research results, etc., to advocate for themselves, which they do.

## Regional advocacy

**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 addition to advocacy at the local level, previously described, Emory advocates at the state level, as state funding for transit remains an essential element to realize Emory's and the metro region's, vision for a robust and interconnected transit system. Betty Willis in Emory's Office of Government and Community Affairs has provided testimony to advance transit in the state legislature and at various transportation forums and agency board meetings. Meetings with local, state, and federal officials as well as with local community organizations and stakeholders to advocate for the CCTI continue regularly.

## National advocacy

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:**

No

**A brief description of how the institution engages in public policy advocacy for sustainability at the national level:**

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## International advocacy

**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 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.

## Optional Fields

**A brief description of other political positions the institution has taken during the previous three years (if applicable):**

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None

**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:**

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

All data reported in this section for September 2022-August 2023, 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

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**Score**

1.00 / 2.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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"---" 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)? :**

No

For institutions outside the U.S., Canada, and the U.K. only:

**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

If institution is not a member of a monitoring and verification organization:

**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:**

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## **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 days.
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 the 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.

## Optional Fields

**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:**

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**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](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](https://www.finance.emory.edu/home/Procure%20and%20Pay/for_suppliers/Supplier%20Code%20Of%20Ethical%20Conduct%207.14.pdf)

# Operations

## Air & Climate

**Points Earned** 7.49

**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.

<b>Credit</b>	<b>Points</b>
Emissions Inventory and Disclosure	2.56 / 3.00
Greenhouse Gas Emissions	4.93 / 8.00

## Emissions Inventory and Disclosure

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Score	Responsible Party
2.56 / 3.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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

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

# Part 1. Greenhouse gas emissions inventory

**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:**

[Emory\\_GHG\\_Inventory\\_FY23.xlsx](#)

**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 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 CO<sub>2</sub> and N<sub>2</sub>O emissions data and compare its emissions year by year. This report draws on the University's CO<sub>2</sub> data in SIMAP since N<sub>2</sub>O (the other emission SIMAP analyzes) represents a much smaller percentage of Emory's total emissions. SIMAP estimates the greenhouse gas emissions as 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 (CO<sub>2</sub>), methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs), and sulfur hexafluoride (SF<sub>6</sub>). The calculator then converts emitted gases into units (in this case, metric tons) of carbon dioxide equivalents (MtCO<sub>2</sub>e). This conversion depends on the global warming potential (GWP) of each gas. Emory's emissions are largely from CO<sub>2</sub> because there are no PFC or SF<sub>6</sub> gases emitted on Emory's campus, and emissions of CH<sub>4</sub>, N<sub>2</sub>O, 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:**

The Office of Sustainability Initiatives contracted with E. Rowe Consulting to produce the inventory, and all inputs, outputs, and assumptions were validated by this external partner.

All data inputs, outputs, and assumptions were reviewed and approved by Emory's Office of Institutional Research and Decision Support in July 2023.

**Documentation to support the GHG inventory verification process:**

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**Scope 1 GHG emissions**

**Gross Scope 1 GHG emissions, performance year:**

	Weight in MTCO <sub>2</sub> e
Stationary combustion	49,128.42
Other sources (mobile combustion, process emissions, fugitive emissions)	4,572.42

**Total gross Scope 1 GHG emissions, performance year:**

53,700.84

**Scope 2 GHG emissions****Gross Scope 2 GHG emissions, performance year (market-based):**

	Weight in MTCO <sub>2</sub> e
Imported electricity	97,121.44
Imported thermal energy	0.0

**Total gross Scope 2 GHG emissions, performance year:**

97,121.44

**GHG emissions from biomass combustion****Gross GHG emissions from biogenic sources, performance year:**

0.0

**Scope 3 GHG emissions****Does the GHG emissions inventory include Scope 3 emissions from the following sources?:**

	Yes or No	Weight in MTCO <sub>2</sub> e
Business travel	Yes	21,947.35
Commuting	Yes	24,354.53
Purchased goods and services	No	0.0
Capital goods	No	0.0
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes	19,925.62
Waste generated in operations	Yes	1,381.34
Other sources	Yes	5,435.52

**Total Scope 3 GHG emissions, performance year:**

73,044.36

**A brief description of how the institution accounted for its Scope 3 emissions:**

Emory conducts an annual 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.

## Part 2. Air pollutant emissions inventory

**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 (NO <sub>x</sub> )	0.08 Metric tons (0.091 Tons)
Sulfur oxides (SO <sub>x</sub> )	0.70 Metric tons (0.77 Tons)
Carbon monoxide (CO)	28.76 Metric tons (31.7 Tons)
Particulate matter (PM)	2.61 Metric tons (2.88 Tons)
Ozone (O <sub>3</sub> )	0 Metric tons
Lead (Pb)	0 Metric tons (0.000203 Tons)
Hazardous air pollutants (HAPs)	0.65 Metric tons (0.72 Tons)
Ozone-depleting compounds (ODCs)	0 Metric tons
Other standard categories of air emissions identified in permits and/or regulations	0.83 Metric tons (0.91 Tons)

**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

None

**A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

Emory operates under a federal Title V air operating permit (issued by the state of Georgia) that establishes emissions limits as well as required testing, monitoring, recordkeeping, and reporting for Emory's emissions sources. Emory is required to submit a triennial emissions inventory detailing criteria pollutant emissions including nitrogen oxides (NO<sub>x</sub>) and volatile organic compounds (VOC) on an emission point-by-emission point basis. The emissions inventory is reported on a calendar year basis. Emory uses primarily natural gas to power its boilers but occasionally must switch over to diesel (No. 2 fuel oil). Emory uses only the lowest sulfur-containing diesel that is available.

In addition, Emory is required under 40 CFR Part 98 to submit an annual greenhouse gas emissions inventory to U.S. EPA. This report includes greenhouse gas emissions from stationary combustion sources but excludes emissions from portable and emergency equipment. The greenhouse gas emissions inventory is reported on a calendar year basis. This regulatory-driven GHG inventory is conducted independently from the inventory described in the previous section (conducted using SIMAP), but results are compared and any discrepancies are resolved.

## Optional Fields

**Gross Scope 2 GHG emissions from purchased electricity (location-based):**

90,282.27

**Gross Scope 2 GHG emissions from imported thermal energy (location-based) :**

0.0

**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:**

[Emory\\_Annual\\_Report\\_2022.xlsx](#)

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

All data reported in this section are from September 2021-August 2022.

## Greenhouse Gas Emissions

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Score	Responsible Party
4.93 / 8.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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 (MTCO<sub>2</sub>e) per gross square metre (0.02 MTCO<sub>2</sub>e 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.

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

## **Scope 1 and Scope 2 GHG emissions**

## Gross GHG emissions

### Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	49,128.42	59,357.96
Gross Scope 1 GHG emissions from other sources	4,572.42	11,795.39
Gross Scope 2 GHG emissions from imported electricity	97,121.44	180,931.56
Gross Scope 2 GHG emissions from imported thermal energy	0.0	0.0
Total	150,822.28	252,084.91

## Carbon sinks

### Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0.0	0.0
Institution-catalyzed carbon offsets generated	0.0	0.0
Carbon storage from on-site composting	93.89	209.16
Carbon storage from non-additional sequestration	0.0	0.0
Carbon sold or transferred	0.0	0.0
Net carbon sinks	93.89	209.16

If total performance year carbon sinks are greater than zero, provide:

### **A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):**

Emory University does not utilize offsets as part of its GHG emissions reduction 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 GHG emissions

### Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	150,728.38999999998	251,875.75

## Performance and baseline periods

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

	Performance year	Baseline year
Start date	Sept. 1, 2022	Sept. 1, 2009
End date	Aug. 31, 2023	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, 2019, 2021, and 2022. In 2021, President Fenves signed two climate commitments, updating 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 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 50% from 2010 levels by 2030, and reach net zero emissions by 2050. In light of this evidence, Emory's leadership approved an update to Emory's baseline inventory year to 2010 and its GHG reduction targets to match.

## **Part 1. Reduction in GHG emissions per person**

## Weighted campus users

### Figures needed to determine “Weighted Campus Users”:

	Performance year	Baseline year
Number of students resident on-site	4,413.0	4,190.0
Number of employees resident on-site	19.0	27.0
Number of other individuals resident on-site	896.0	671.0
Total full-time equivalent student enrollment	14,342.0	12,724.0
Full-time equivalent of employees	17,864.0	10,183.0
Full-time equivalent of students enrolled exclusively in distance education	483.0	0.0
Weighted Campus Users	25,796.25	18,905.5

**Metrics used in scoring for Part 1**

**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	5.84303493724863	13.322882230038877

**Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:**

56.14286130913596

## **Part 2. GHG emissions per unit of floor area**

## Performance year floor area

### Gross floor area of building space, performance year:

1,129,024.20 Gross square meters (12,152,720.55 Gross square feet)

### Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	251,643.36 Square meters (2,708,667.76 Square feet)
Healthcare space	206,832.60 Square meters (2,226,328.55 Square feet)
Other energy intensive space	85,287.95 Square meters (918,032.26 Square feet)

### EUI-adjusted floor area, performance year:

2,131,264.07 Gross square meters (22,940,745.430000003 Gross square feet)

## **Metric used in scoring for Part 2**

### **Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:**

0.07 MtCO<sub>2</sub>e per square meter (0.006570335321488286 MtCO<sub>2</sub>e per square foot)

### **A brief description of the institution's GHG emissions reduction initiatives:**

In 2021, President Fenves signed both the UN's Race to Zero pledge and Second Nature's President's Climate Leadership Commitment, updating our previous GHG reduction goal to 50% by 2030 and net zero by 2050 (from a 2010 baseline). Even as Emory University and Emory Healthcare continue to grow, the enterprise continues to achieve GHG reductions that are cataloged in annual emissions inventories. While its publication was not in the reporting period for this STARS report, Emory spent 12 months engaging its community and expert climate action task force to inform its third Climate Action Plan, which integrates the President's climate commitments.

Emory also continues to expand the scope of its GHG emissions inventory, and includes several Scope 3 categories as described in OP 1: Emissions Inventory.

### **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:**

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

All data reported in this section are from September 2021-August 2022

# Buildings

**Points Earned** 3.14

**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.

<b>Credit</b>	<b>Points</b>
Building Design and Construction	2.69 / 3.00
Building Operations and Maintenance	0.45 / 5.00

## Building Design and Construction

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### Score

2.69 / 3.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

### Total floor area of newly constructed or renovated building space:

27,870.90 Square meters (300,000.0 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)	10,683.85 Square meters (115,000.0 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)	17,187.06 Square meters (185,000.0 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 meters
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)	0 Square meters
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square meters
	0 Square meters

	Floor area
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	
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square meters
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square meters
<b>Total</b>	<b>27,870.90 Square meters (300,000.0 Square feet)</b>

**Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:**

100.0

**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:**

Emory Student Center, 115,000 sq.ft., LEED Platinum, 2019

R.Randall Rollins Building, 185,000 sq.ft., LEED Gold, 2023

**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:**

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## Optional Fields

**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:**

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

Data reported for projects completed within the last five years (Fiscal Years 2019, 2020, 2021, 2022 and 2023). 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 41 buildings and more than 4.5 million gross square feet under the LEED program. Of these totals, 11 buildings fall outside of Emory's STARS reporting boundary.

## Building Operations and Maintenance

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### Score

0.45 / 5.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

### Total floor area of existing building space:

1,129,024.20 Square meters (12,152,720.55 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 meters
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)	11,334.17 Square meters (122,000.0 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 meters

	Existing floor area
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 meters
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 meters
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	33,479.92 Square meters (360,375.0 Square feet)
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 Square meters
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	380,921.53 Square meters (4,100,207.0 Square feet)
<b>Total</b>	<b>425,735.62 Square meters (4,582,582.0 Square feet)</b>

**Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings:**

3.969275834290454

**A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:**

Goizueta Business School (122,000 sq.ft.) 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 in 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. 31 buildings are part of the SPP as of 2023, totaling 4.3 million square feet. Cumulative savings since the program's inception are estimated to be \$6,645,000.

Additionally, Emory has four buildings certified under BOMA's 360 Performance Program. They include:

- Alumni Memorial University Center: 67,928.58 sq.ft.
- Boisfeuillet Jones Building: 42,146.80 sq.ft.
- North Decatur Building: 135,301.10 sq.ft.
- Emory Student Center: 115,000 sq.ft.

These four buildings are also managed under Emory's Sustainable Performance Program but have not been double-counted.

## Optional Fields

**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:**

[BOMA\\_360\\_2.0\\_Office\\_FINAL\\_Criteria.pdf](#)

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

All data reported in this section are from September 2022-August 2023.

# Energy

**Points Earned** 2.82

**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.

<b>Credit</b>	<b>Points</b>
Building Energy Efficiency	2.79 / 6.00
Clean and Renewable Energy	0.03 / 4.00

## Building Energy Efficiency

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**Score**

2.79 / 6.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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**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.

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

## **Part 1. Site energy use per unit of floor area**

**Performance year energy consumption**

**Electricity use, performance year (report kilowatt-hours):**

	kWh	MMBtu
Imported electricity	283,633,111.0	967,756.174732
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	4,256,843.0	14,524.348316

**Stationary fuels and thermal energy, performance year (report MMBtu):**

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	906,782.0
Imported steam, hot water, and/or chilled water	0.0

**Total site energy consumption, performance year:**

1,889,062.523048

## Performance year building space

### Gross floor area of building space, performance year:

1,129,024.20 Gross square meters (12,152,720.55 Gross square feet)

### Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	251,643.36 Square meters (2,708,667.76 Square feet)
Healthcare space	206,832.60 Square meters (2,226,328.55 Square feet)
Other energy intensive space	85,287.95 Square meters (918,032.26 Square feet)

### EUI-adjusted floor area, performance year:

2,131,264.07 Gross square meters (22,940,745.43 Gross square feet)

## Performance year heating and cooling degree days

### Degree days, performance year:

	Degree days
Heating degree days	1,091.67 Degree-Days (°C) (1,965.0 Degree-Days (°F))
Cooling degree days	1,115.56 Degree-Days (°C) (2,008.0 Degree-Days (°F))

### Total degree days, performance year:

2,207.22 Degree-Days (°C) (3,973.0 Degree-Days (°F))

**Performance period**

**Start and end dates of the performance year (or 3-year period):**

	Start date	End date
Performance period	Sept. 1, 2022	Aug. 31, 2023

**Metric used in scoring for Part 1**

**Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:**

123.94 Btu / GSM / Degree-Day (°C) (20.726226575947948 Btu / GSF / Degree-Day (°F))

## **Part 2. Reduction in source energy use per unit of floor area**

### Baseline year energy consumption

STARS 2.2 requires electricity data in kilowatt-hours (kWh). If a baseline has already been established in a previous version of STARS and the institution wishes to continue using it, the electricity data must be re-entered in kWh. To convert existing electricity figures from MMBtu to kWh, simply multiply by 293.07107 MMBtu/kWh.

#### Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	280,802,026.0	958,096.512712
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	225,513.0	769.450356

#### Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	792,965.0
Imported steam, hot water, and/or chilled water	0.0

#### Total site energy consumption, baseline year:

1,751,830.963068

**Baseline year building space**

**Gross floor area of building space, baseline year:**

988,629.97 Gross square meters (10,641,529.0 Gross square feet)

**Baseline period****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, except for GHG emissions, which aligns with the global baseline of 2010.

## Source energy

### Source-site ratio for imported electricity:

3.0

### Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	1.67 MMBtu per square meter (0.15544359102768968 MMBtu per square foot)	3.39 MMBtu per square meter (0.3147093571991993 MMBtu per square foot)
Baseline year	1.77 MMBtu per square meter (0.16462211051325426 MMBtu per square foot)	3.71 MMBtu per square meter (0.34468956373581283 MMBtu per square foot)

**Metric used in scoring for Part 2**

**Percentage reduction in total source energy consumption per unit of floor area from baseline:**

8.697741298483832

# Optional Fields

## Documentation to support the performance year energy consumption figures reported above:

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## 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. Emory's voluntary Green Offices, Green Labs, and Sustainability Representatives 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; adjustments may be made in response to requests concerning occupant comfort. 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 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. FY23 holiday turndown saved around 104,000 kBtu which equaled roughly \$2100. The savings potential was low this year due to cold weather that jeopardized our buildings of falling below minimum temperature design thresholds so heating had to remain on.

## 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; the most recent parking deck conversion was at 1599 Clifton Road and reduced energy consumption for lighting by 57.6%

## 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 on 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 turbine. The system provides an additional 1MW of electricity from the same level of natural gas usage. The system operated for the first three months of the performance period but was taken offline for repairs for the remainder of the year.

**A brief description of the institution's initiatives to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives:**

Emory continues to support the in-house commissioning of campus projects, as well as the 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 of 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 result in required field corrections. Emory's Sustainable Performance Program (SPP) utilizes the Building Automation System to monitor the building's HVAC performance and send an alarm when operating conditions exist that lead to unnecessary energy consumption. As for AY2023 the program had covered 31 buildings and achieved 694,000,000 kBtu in savings which equals roughly \$6,645,000.

<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:**

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

All data reported in this section are from September 2022-August 2023.

## Clean and Renewable Energy

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Score	Responsible Party
0.03 / 4.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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 to 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.

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

# Total energy consumption (electric and non-electric)

**Total energy consumption, performance year:**

1,889,062.523048

# Clean and renewable energy sources

## Clean and renewable electricity

### Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	0.0	0.0
Electricity from on-site, clean and renewable sources (rights retained/retired)	4,256,843.0	14,524.348316

### A brief description of the certified/verified sources of clean and renewable electricity:

Emory generated 4,256,843 kWh 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:

The complete list of solar facilities within the STARS scope includes:

Site	Rated Capacity (kW)	Avg Annual Production (kWh)
Waterhub	6.7	7,300
N Decatur Bldg	71.6	97,200
1762 Clifton Ph 1	183.0	235,700
1762 Clifton Ph 2	97.8	109,500
Peavine North	876.0	1,060,000
Peavine South	592.0	719,500
Fishburne PD	547.0	689,000
1599 Clifton PD	212.0	243,700
Conference Center PD	190.0	252,100
Gambrell Law School bldg	292.0	354,400
1599 Building Roof	131.2	201,550
HSRB 1	82.6	115,286
Library Service Center	340.0	390,800

Waterhub	6.7 (kW)
N Decatur Bldg	71.6
1762 Clifton Ph 1	183.0
1762 Clifton Ph 2	97.8
Peavine North	876.0
Peavine South	592.0
Fishburne PD	547.0
1599 Clifton PD	212.0
Conference Center PD	190.0
Gambrell Law School bldg	292.0
1599 Building Roof	131.2
HSRB 1	82.6
Library Service Center	340.0

In addition, 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.



**Clean and renewable thermal energy**

**Clean and renewable thermal energy (report MMBtu):**

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	0.0
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0.0

**A brief description of the clean and renewable stationary fuels:**

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**A brief description of the certified/verified sources of clean and renewable thermal energy:**

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## Unbundled renewable energy products

### Unbundled renewable energy products (report kWh):

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	0.0	0.0

### A brief description of the unbundled renewable energy products:

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**Metrics used in scoring**

**Total clean and renewable energy generated or purchased:**

14,524.348316

**Percentage of total energy consumption from clean and renewable sources:**

0.7688654101593727

## Optional Fields

### Website URL where information about the institution's support for clean and renewable energy is available:

<https://sustainability.emory.edu/programs/renewable-energy/>

Sierra magazine requests the following information from U.S. institutions that wish to share data with that organization:

### Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	4.5
Coal	13.3
Geothermal	0.0
Hydro	2.0
Natural gas	47.3
Nuclear	26.9
Solar photovoltaic	5.5
Wind	0.0
Other (please specify and explain below)	0.0

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

Drawn from State Resource Mix (eGRID 2022)

### Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0.0
Coal	0.0
Electricity	0.0
Fuel oil	1.8
Geothermal	0.0
Natural gas	98.2
Other (please specify and explain below)	0.0

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

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**Additional documentation to support the submission:**

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

All data reported in this section are from September 2022-August 2023.

# Food & Dining

**Points Earned** 4.87

**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.

<b>Credit</b>	<b>Points</b>
Food and Beverage Purchasing	2.87 / 6.00
Sustainable Dining	2.00 / 2.00

## Food and Beverage Purchasing

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### Score

2.87 / 6.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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).

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"---" 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:

24.78

### Percentage of total annual food and beverage expenditures on plant-based foods:

46.17

### An inventory of food and beverage purchases that qualify as sustainably/ethically produced:

[STARS\\_2.2\\_Food\\_and\\_Beverage\\_Purchasing\\_Inventory\\_Emorey\\_2024\\_updated.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 2022-2023 fiscal year.

If reporting Real/Good Food Calculator results, provide:

### Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:

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### 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

	Present?	Included?
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	No	No

**Total annual dining services budget for food and beverage products:**

\$5 million - \$9.9 million

# Optional Fields

## **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 the 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 antibiotics in feed, water, or otherwise is prohibited

EGGS - Shell and liquid eggs are cage-free and Certified Humane® by Humane Farm Animal Care

SEAFOOD - Monterrey 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 - Fairtrade (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.

## **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:**

[STARS\\_2.2\\_Food\\_and\\_Beverage\\_Purchasing\\_Inventory\\_Emory\\_2024\\_updated.xlsx](#)

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

All data reported in this section are from September 2022-August 2023

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, sports 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 are 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 antimicrobials can foster the development of resistance, so we are actively looking for sources that do not use ionophores in routine treatment.

## Sustainable Dining

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Score	Responsible Party
2.00 / 2.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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.

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

# **Part 1. Sustainable dining initiatives**

## **Local community engagement**

**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:**

Managed by the Emory Office of Sustainability Initiatives and Emory Dining since 2008, the Emory Farmers Market has been a lively campus community space for local farms and businesses that offer a wide selection of fresh produce, hand-crafted goods, and diverse beverage and lunch options for students, faculty, and staff. The market is held every Tuesday year-round with about 20 vendors except during school breaks, and on a biweekly schedule in the summer. Market programming includes efforts to reduce plastic and other waste, to educate about climate and agriculture, and to host seasonal cooking demos.

Located on the edge of the Oxford campus, the Emory Oxford Organic Farm was created in 2014 after the donation of eleven acres of land from an Emory alumnus. While the Oxford campus itself is not included in the scope of STARS for Emory, the Oxford Organic Farm offers a Community Supported Agriculture (CSA) service to Emory community members with pick-up locations at several places on Emory's Druid Hills campus and at the Emory Farmers Market. The CSA has 30-50 participants on the Atlanta campus and 70-100 participants in total each season. In addition, Emory supports the CSA service offered by Moore Farms & Friends, a local farm 90 minutes from Atlanta, by having an on-campus pick-up location for pick up every Thursday (<https://moorefarmsandfriends.com/pickup-locations/#!/georgia>).

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.

## **Sustainability-themed outlet**

**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 the 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. Kaldi's menu is plant-forward with a variety of vegan and vegetarian options. Kaldi's also participates in Emory's waste management system by providing only compostable and recyclable food containers and only providing recycling and composting bins (no landfill bins) in their spaces.

## **Inclusive and local sourcing**

**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 Emerald City Bagels (<https://www.emeraldcitybagels.com/>), which is a local, women-owned business. 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, which 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:**

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## **Low-impact dining**

**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 throughout Emory's dining facilities, 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.

## **Vegan dining program**

**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.

A vegan Stem-to-Root Station is front and center when entering the newest Dining facility, the Dobbs Common Table(DCT). 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.

## **Labelling and signage**

**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 labeling 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 for both dining halls and Emory Catering. 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.

## **Part 2. Food waste minimization and recovery**

## **Food recovery program**

**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:**

At the 2015 Food Waste and Hunger Summit held in Athens, GA, Emory food service Bon Appetit announced they were taking it further with a new, formal commitment to food recovery. They vowed that by 2018, 80% of the accounts would be Food Recovery Verified(<https://www.foodrecoverynetwork.org/frv/>), meaning they are regularly (not just occasionally) donating their excess food to people in need and are certified by an independent third party. At the time of reporting, Bon Appetit was taking steps to recommit itself to meeting this goal by the end of 2024. They track our progress toward this goal in their client-facing Food Standards Dashboard (<https://www.bamco.com/press-releases/food-standards-dashboard-2022/>).

Emory University requires all Emory Dining halls and outlets to have pre- and post-consumer waste programs with bins for multi-stream recycling and composting. No landfill bins are used.

At Emory University Hospital, there is a pre-consumer composting program in place. Leftovers are tracked daily to gauge future production needs better.

## **Trayless dining and portion modifications**

**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:**

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 not provided.

The WoodPEC and the Student Activity & Academic Center (SAAC) dining locations for second-, third- and fourth-year students also do not serve food with trays.

## **Food donation**

**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:**

As mentioned previously, during the reporting period, Emory food service Bon Appetit was taking steps to recommit itself to meeting the goal of regularly (not just occasionally) donating their excess food to people in need and being certified by an independent third party by the end of the year. They track our progress toward this goal in the Food Standards Dashboard (<https://www.bamco.com/timeline/food-standards-dashboard/>).

Meanwhile, starting in 2021, Emory Dining partnered with Slow Food Emory, a student-run organization, to pack leftover food once a week from DCT, the residential dining location, and distribute it to people in need at Emory Woodruff Library. Bulk food in trays was apportioned into single-serve containers and distributed to students and night-time residential staff.

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.

## **Food materials diversion**

**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 FiltaFry. This vendor filters the oil and sends it to an additional processor for conversion to bio-diesel.

<https://gofilta.com/services/filtabio-waste-oil-recycling/>

## **Composting**

### **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:**

Pre-consumer food waste and animal bedding are collected at Emory Dining and deposited into 35-gallon bins. The bins are transported to a local facility in Atlanta where materials are commingled and delivered to a facility where the material is processed into compost. Food, fiber, and compostable services residuals that can be composted in pre-consumer composting streams include meat, poultry, fish, shellfish, 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. Non-contaminated BPI and/or ASTM D6400 or ASTM D6868 compostable food service ware/packaging may also be commingled with any food scraps.

### **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:**

Post-consumer food waste is deposited into dedicated composting bins with bio-degradable liners and collected by Emory's Dining Services, Building and Residential Services (BRS), and Emory Recycles staff. The materials are deposited into 95-gallon bins that are collected at building loading docks. Post-consumer composting containers are in all major buildings and exterior spaces on the Emory campus. Food, fiber, and non-contaminated compostable services residuals can be composted in either pre-consumer or post-consumer composting streams including 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. Non-contaminated BPI and/or ASTM D6400 or ASTM D6868 compostable food service ware/packaging may also be commingled with any food scraps.

## **Dine-in service ware**

**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 DCT was reusable, with the 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 who take their food to-go.

## **Take-away materials**

**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 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 (Kaldi's and Dancing Goats), customers who bring their own reusable containers are given a \$.10-\$.15 discount, depending on the location.

## Optional Fields

### **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 labeling 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:**

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

All data reported in this section are from September 2022-August 2023.

# Grounds

**Points Earned** 3.48

**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	1.48 / 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"><li>• Legally protected areas (e.g., IUCN Category I-VI)</li><li>• Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)</li><li>• Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)</li><li>• Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</li></ul> <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

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### Score

1.48 / 2.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

### Total campus area:

298.01 Hectares (736.4 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	143.66 Hectares (355.0 Acres)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	154.35 Hectares (381.4 Acres)
Area managed using conventional, chemical-based landscape management practices	0 Hectares
Total area of managed grounds	298.01 Hectares (736.4 Acres)

If the total area of managed grounds is less than the total campus area, provide:

### 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 the area of managed grounds. These totals are based on a 2017 inventory.

## **Organic program**

### **Percentage of grounds managed organically:**

48.20749592612711

If reporting an organic program, provide:

### **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 every week. 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 outlined 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](http://news.emory.edu/stories/2014/09/er_bee_pledge_commitment/campus.html)

## **Integrated Pest Management (IPM) program**

### **Percentage of grounds managed in accordance with an IPM program:**

51.79250407387289

If reporting an IPM program, provide:

#### **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 the proper environment to reduce stress. 4. Control of pests 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.

# Optional Fields

## **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 the 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:**

The Emory Campus Services Grounds Department collects the following wood and/or green waste materials and processes in the natural campus landscape. This material includes leaves, grass clippings, brush, compostable garden materials, trees, tree trunks, tree stumps, holiday trees, flowers, and seeds, natural mulch, straw, pine straw, and dirt.

## **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 site's 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 feet of asphalt is required on the project, 100 square feet 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 is not acceptable. All plant materials 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:**

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

All data reported in this section are from September 2020-August 2023

Emory's Pollinator Protection Plan [http://news.emory.edu/stories/2014/09/er\\_bee\\_pledge\\_commitment/campus.html](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>

(The Forest Management Plan was being updated at the time of reporting, but a newer version is not yet available).

Emory's No Net Loss of Tree Canopy Policy: [http://www.campserv.emory.edu/fm/documents/forest\\_canopy.pdf](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>

(The Land Classification Plan was being updated at the time of reporting, but a newer version is not yet available).

## Biodiversity

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### 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)

**Cyrus Bhedwar**  
Director  
Office of  
Sustainability  
Initiatives

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](#)

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### 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.

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"---" 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.

## Endangered and vulnerable species

**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.

## Areas of biodiversity importance

**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 stormwater 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.

# Methodologies

If yes to either of the above, provide the following:

## **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 surveys, individual surveys, and the Atlanta Audubon Society's list of birds' arrival/departure dates. From these two efforts, the 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>

To protect wildlife habitat on institution-owned land, Emory University's Campus Master Plan (2005) and Framework Plan (2021) have committed to leaving 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, are 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.

## Optional Fields

**Estimated percentage of areas of biodiversity importance that are also protected areas :**

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**Website URL where information about the institution's biodiversity initiatives is available:**

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

**Additional documentation to support the submission:**

[Emory\\_Framework\\_Plan.pdf](#)

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

Data reported are current at the time of 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](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): <https://sustainability.emory.edu/wp-content/uploads/2020/11/2017-Land-Classification-Plan.pdf>

Emory Framework Plan (2021): uploaded as an attachment

# Purchasing

**Points Earned** 5.16

**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.

<b>Credit</b>	<b>Points</b>
Sustainable Procurement	3.00 / 3.00
Electronics Purchasing	0.74 / 1.00
Cleaning and Janitorial Purchasing	0.75 / 1.00
Office Paper Purchasing	0.67 / 1.00

## Sustainable Procurement

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Score	Responsible Party
3.00 / 3.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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
<p>A. Chemically intensive products and services</p> <p>Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.</p>	<ul style="list-style-type: none"><li>• Published measures to minimize the use of chemicals.</li><li>• A stated preference for green cleaning services and third party certified products.</li><li>• Including sustainability objectives in contracts with service providers.</li></ul>
<p>B. Consumable office products</p> <p>Batteries, lamps, paper, toner cartridges</p>	<ul style="list-style-type: none"><li>• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., <a href="#">FSC</a>) content.</li><li>• A stated preference for extended use, rechargeable, or remanufactured products.</li><li>• A stated preference for low mercury lamps.</li></ul>
<p>C. Furniture and furnishings</p> <p>Furniture, flooring, ceilings, walls, composite wood.</p>	<ul style="list-style-type: none"><li>• A stated preference for third party certified materials and products (e.g., <a href="#">FSC</a> or <a href="#">LEVEL certified</a>)</li><li>• A stated preference for furnishings that are low-VOC or free of flame retardants</li></ul>
<p>D. Information technology (IT) and equipment</p> <p>Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.</p>	<ul style="list-style-type: none"><li>• Published measures to reduce the demand for equipment.</li><li>• A stated preference for <a href="#">ENERGY STAR</a>, <a href="#">TCO Certified</a>, <a href="#">Blue Angel</a>, or <a href="#">EPEAT</a> registered products.</li><li>• A stated preference for <a href="#">ACT-labeled</a> laboratory products</li></ul>
<p>E. Food service providers</p> <p>Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food &amp; Dining.)</p>	<ul style="list-style-type: none"><li>• Including sustainability objectives in contracts with on-site food service providers.</li><li>• Requiring that dining service contractors pay a living wage to employees.</li></ul>

F. Garments and linens

Clothing, bedding, laundry services.

- 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.

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

# Part 1. Institution-wide sustainable procurement policies

**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](https://finance.emory.edu/home/_includes/documents/sections/procurement/sourcing/supplier-code-of-ethical-conduct.pdf)

Emory Sourcing Guidelines and Resources: Emory Procurement maintains a webpage with sustainable purchasing guidelines and resources across a variety of product categories and vendors, including computers, office furniture and supplies, lamps and ballasts, building and maintenance products, and scientific research products, among others. The website also explains how Emory actively engages vendors to participate in its idling reduction policy: <https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

General Services Contract: in addition to minimum standards governing employee wages, benefits, and working conditions, it includes language on Emory's Supplier Diversity and Inclusion Program to increase 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 worker's compensation, insurance, and nondiscrimination.

Conflict Materials policy - applies to all Purchase Orders and Supply Contracts. [https://finance.emory.edu/home/\\_includes/documents/sections/procurement/sourcing/po-terms-and-conditions.pdf](https://finance.emory.edu/home/_includes/documents/sections/procurement/sourcing/po-terms-and-conditions.pdf)

Purchase Order Terms and Conditions - includes a ban on supplier use of tobacco products on Emory's campus, and reporting requirements for use of conflict materials. [https://finance.emory.edu/home/\\_includes/documents/sections/procurement/sourcing/po-terms-and-conditions.pdf](https://finance.emory.edu/home/_includes/documents/sections/procurement/sourcing/po-terms-and-conditions.pdf)

## Part 2. Life Cycle Cost Analysis

**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 based on 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.

## **Part 3. Product-specific sustainability criteria**

To count, the criteria 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. Broader, institution-wide policies should be reported in Part 1, above.

## **Chemically intensive products and services**

**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, per its Pollinator Protection Policy. For a copy of the policy, please see <https://sustainability.emory.edu/initiatives/grounds/>

Emory cleaning chemical supplier, Southeast Link provides "cleaning chemicals, floor care products, and environmentally sustainable custodial equipment."

<https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

Emory's green cleaning manual includes the use of sustainable cleaning products and processes - <http://www.campserv.emory.edu/fm/documents/greenclean.pdf>

## **Consumable office products**

**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:**

AlphaGraphics, Emory's stationery provider, uses recycled fiber paper stock for all Emory-branded stationery. Personnel may purchase Emory letterhead, department envelopes, business cards, and other Emory stationery needs through the AlphaGraphics Punch-out in Emory Express.

Emory Express provides guidance on ordering sustainable office paper. For published statements, visit <https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

Emory's print contract suppliers are Forest Stewardship Council (FSC) certified. 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. See OP 14 for details.

## **Furniture and furnishings**

### **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, which 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).

Emory Design and Construction Standards: [https://campserv.emory.edu/\\_includes/documents/sections/services/design-and-construction-standards.pdf](https://campserv.emory.edu/_includes/documents/sections/services/design-and-construction-standards.pdf)

Herman Miller and CWC design their products with consideration of the environment. Herman Miller uses FSC Mix 90%. Their laminate and veneer work surfaces and storage products with wood fronts and tops are FSC-certified and the products are made in the U.S.

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.

Emory Procurement includes resources and guidance on how to select sustainable office furnishings on its "Green Purchasing" website: <https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

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](https://finance.emory.edu/home/_includes/documents/sections/procurement/sourcing/emory-university-terms-and-conditions-of-purchase-order-12-4-20191.pdf).

## **Information Technology (IT) and equipment**

**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:**

Emory's preferred PC provider is Dell. All of the order defaults in the purchasing catalog are for Electronic Product Environmental Tool (EPEAT) Gold desktops, laptops, and monitors. All Apple purchases are EPEAT Gold.

<https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

## **Food service providers**

### **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, which were last updated in 2016. 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, the 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/>

## **Garments and linens**

**Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:**

No

**A brief description of the published sustainability criteria for garments and linens:**

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## **Professional service providers**

**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 increase 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.

## **Transportation and fuels**

**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 or E85 biofuel. <https://sustainability.emory.edu/initiatives/transportation/>

## Optional Fields

**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:**

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

All information provide is up-to-date as of the time of submission.

## Electronics Purchasing

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### Score

0.74 / 1.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

### Total annual expenditures on electronics:

7,364,697.0

### 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	5,438,989.09
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	19,243.05
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	1,184.28
Labeled under a single-attribute standard	18,990.0

### Do the figures reported above include leased equipment?:

No

### A brief description of the time period from which the figures reported above are drawn:

All data reported in this section are from September 2022-August 2023.



# Optional Fields

## 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:

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

Emory Purchasing generated reports from four primary vendors for electronics products covered by this credit and filtered by EPEAT or other sustainable certification (e.g. ENERGY STAR)

Dell:

- \$5,419,746.04 (EPEAT Gold)
- \$5,766,358 (Total)

Apple:

- EPEAT Gold \$14,483.48
- EPEAT Silver \$19,243.05
- EPEAT Bronze \$1,184.28
- Total: \$1,471,145

Other Vendors:

- \$18,990 (Amazon Climate Pledge Friendly)
- \$127,194 (Total)

All data reported in this section are from September 2022-August 2023.

## Cleaning and Janitorial Purchasing

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### Score

0.75 / 1.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

## **Cleaning products**

### **Total annual expenditures on cleaning products:**

735,035.1

### **Annual expenditures on certified green cleaning products:**

418,516.72

**Janitorial paper products**

**Total annual expenditures on janitorial paper products:**

588,350.4

**Annual expenditures on certified green janitorial paper products:**

572,782.43

**A brief description of the time period on which the figures reported above are based :**

Emory's janitorial products vendor had changed operating systems during the reporting period, and data within the reporting period for the remainder of the submission were not available. The reported data are from July 1, 2023 - June 30, 2024.

**Metric used in scoring**

**Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:**

74.90630281199242

## Optional Fields

**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:**

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

All data reported in this section for July 2023-June 2024 (see note in time period section above).

## Office Paper Purchasing

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**Score**

0.67 / 1.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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**Criteria**

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

**Total annual expenditures on office paper:**

229,015.94

**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	2,150.16
30-49 percent	790.11
50-69 percent	0.0
70-89 percent (or FSC Mix label)	171,968.47
90-100 percent (or FSC Recycled/100% label)	15,907.09

**A brief description of the time period from which the figures reported above are drawn:**

All data reported in this section are from September 2022-August 2023.

## Optional Fields

**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:**

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

All data reported in this section are from September 2022-August 2023.

# Transportation

**Points Earned** 3.79

**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.

<b>Credit</b>	<b>Points</b>
Campus Fleet	0.36 / 1.00
Commute Modal Split	2.43 / 5.00
Support for Sustainable Transportation	1.00 / 1.00

## Campus Fleet

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<b>Score</b>	<b>Responsible Party</b>
0.36 / 1.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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.

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

### Total number of vehicles in the institution's fleet:

609.0

### Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	361.0
Diesel-only	29.0
Gasoline-electric hybrid	12.0
Diesel-electric hybrid	0.0
Plug-in hybrid	0.0
100 percent electric	153.0
Fueled with Compressed Natural Gas (CNG)	2.0
Hydrogen fueled	0.0
Fueled with B20 or higher biofuel	11.0
Fueled with locally produced, low-level biofuel	41.0

**Do the figures reported above include leased vehicles?:**

Yes

## Optional Fields

### **A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:**

Fleet Services emphasizes the replacement of older petroleum-fueled vehicles with newer vehicles that are more fuel-efficient or alternatively fueled.

Emory is home to the "Emory" shuttle system, used by Emory faculty, students, staff, and members of the public. Its shuttle buses are alternatively fueled, with about 80 percent of its fleet powered with locally made biodiesel (B5) and the balance with E85. These shuttles are owned and operated by a third party but have been included in the counts above.

Emory is in the process of purchasing electric shuttles, but supply chain and other delays have arisen. Emory has already installed the charging infrastructure for these shuttles at a location offsite.

### **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:**

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

All data reported in this section are from September 2022-August 2023.

## Commute Modal Split

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Score	Responsible Party
2.43 / 5.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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## 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.

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

**Total full-time equivalent student enrollment:**

14,342.0

**Full-time equivalent of employees:**

17,864.0

# Part 1. Student commute modal split

**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:**

59.2

**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 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. Assume residential students walk or take the Emory shuttle.

## Part 2. Employee commute modal split

**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:**

40.19

**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 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.

## Optional Fields

### 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	40.8	59.81
Zero-emissions vehicle	1.03	2.74
Walk, cycle, or other non-motorized mode	16.85	6.02
Vanpool or carpool	3.81	3.0
Public transport or campus shuttle	36.31	7.86
Motorcycle, motorized scooter/bike, or moped	0.16	0.4
Distance education / telecommute	1.04	20.18

### Website URL where information about student or employee commuting is available:

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

### Additional documentation to support the submission:

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

All data reported in this section are from September 2022-August 2023. 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 are an underestimate of the number of commuters that use a sustainable commute as their primary mode.

## Support for Sustainable Transportation

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**Score**

1.00 / 1.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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?:**

No

None

### **A brief description of the car sharing program:**

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### **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 the 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

None

**A brief description of the electric vehicle recharging stations:**

Emory currently offers Level 2 EV charging stations at the following locations with their respective counts: Clairmont Tower on Clairmont Campus (2), Starvine Parking Deck on Clairmont Campus (1), Peavine II Parking Deck (4), and Oxford Campus's Fleming Parking Lot (2). There is additionally a Level 3 CPE250 Fast Charge electric vehicle charging station located on Oxford Road in front of Emory's bookstore. There are currently plans to increase the number of chargers in these locations.

In addition, Emory has installed 6 chargers that will eventually serve electric commuter buses to service student and employee commuters.

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

Yes

None

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

Emory University 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 ("Emory Point"). The property provides housing within walking distance to people who work in the Emory area and to Emory students.

Emory provided a ground lease for a mixed-use retail and residential site adjacent to campus to provide additional graduate student housing. The property provides housing within a 15-minute walk of all graduate programs.

The Office of Real Estate Services through the Division of Campus Services, maintains 36 residential Emory-owned houses available for rent through a one-year lease. These houses are within walking distance of the main campus. Visiting faculty may seek housing through the Office of Real Estate Services as well, with options for short/long-term housing.

**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 employee carpools receive \$29.50/month total for an annual parking permit. 3+ employees receive a subsidized annual parking permit. Emory's Transportation and Parking Services provides a limited number of reserved spaces available on a first-come, first-served basis to 2+ person carpools.

Emory covers up to \$100 of the vanpool cost per employee per month and vanpools are provided with a free parking space.

Emory offers a free monthly transit pass for a variety of public transit options. It offers free parking at Commuter Transit locations and a free commuter shuttle service reaching a variety of locations off campus, as well as to the Oxford campus and neighboring universities.

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/>.

For reference, an annual parking pass costs \$55/month.

## Optional Fields

**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:**

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

All data reported in this section were current at the time of submission.

# Waste

**Points Earned** 7.57

**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.

<b>Credit</b>	<b>Points</b>
Waste Minimization and Diversion	5.67 / 8.00
Construction and Demolition Waste Diversion	0.90 / 1.00
Hazardous Waste Management	1.00 / 1.00

## Waste Minimization and Diversion

---

Score	Responsible Party
5.67 / 8.00	<b>Cyrus Bhedwar</b> 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

## Parts 1 and 2. Waste per person

### Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	2,036.31 Metric tons (2,244.65 Tons)	2,012.13 Metric tons (2,217.99 Tons)
Materials composted	462.42 Metric tons (509.73 Tons)	1,540.66 Metric tons (1,698.29 Tons)
Materials donated or re-sold	29.94 Metric tons (33.0 Tons)	598.60 Metric tons (659.84 Tons)
Materials disposed through post-recycling residual conversion	0 Metric tons	0 Metric tons
Materials disposed in a solid waste landfill or incinerator	2,356.47 Metric tons (2,597.56 Tons)	5,114.77 Metric tons (5,638.07 Tons)
Total waste generated	4,885.14 Metric tons (5,384.9400000000005 Tons)	9,266.16 Metric tons (10,214.189999999999 Tons)

If reporting post-recycling residual conversion, provide:

### 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, 2022	Aug. 31, 2023
Baseline Period	Sept. 1, 2015	Aug. 31, 2016

If end date of the baseline year/period is 2004 or earlier, provide:

### 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 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	4,413.0	4,352.0
Number of employees resident on-site	19.0	24.0
Number of other individuals resident on-site	896.0	702.0
Total full-time equivalent student enrollment	14,342.0	13,507.0
Full-time equivalent of employees	17,864.0	14,521.0
Full-time equivalent of students enrolled exclusively in distance education	483.0	9.0
Weighted campus users	25,796.25	22,810.25

**Total waste generated per weighted campus user:**

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.19 Metric tons (0.2087489460677424 Tons)	0.41 Metric tons (0.4477894806063063 Tons)

**Percentage reduction in total waste generated per weighted campus user from baseline:**

53.382347038367975

## Part 3. Waste diverted from the landfill or incinerator

### Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

51.76250803165866

### Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

51.76250803165866

### 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
Other (please specify below)	Yes

### A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Emory recycles 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 universal waste and therefore are not counted in this credit.

The “**Don’t Dump It, Donate It**” program allows students an outlet to a partnership with Residence Life and Housing Operations, Emory Recycles, and the Office of Sustainability Initiatives (OSI), to donate their unwanted items rather than throw them in dumpsters headed for Georgia landfills. Donations can include furniture, electronics, small household items, clothing, school supplies, books, and non-perishable food. All proceeds from the sale of these items benefit Children’s Healthcare of Atlanta through Emory’s partnership with America’s Thrift.



## Optional Fields

## **Active Recovery and Reuse**

**Materials intended for disposal but subsequently recovered and reused on campus,  
performance year:**

---

## **Recycling Management**

**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

**Contamination and Discard Rates**

**Average contamination rate for the institution's recycling program:**

---

**A brief description of any recycling quality control mechanisms employed:**

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## **Programs and Initiatives**

### **A brief description of the institution's waste-related behavior change initiatives:**

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 effort 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's waste vendor conducts physical sorting waste audits as needed in different areas of campus. Visual audits are used daily by Building & Residential Services staff who service the bins. They record information about their audit and the 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:**

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 several waste-reduction initiatives, including a ban on many Styrofoam products from certain suppliers (e.g. food service) and the online purchasing marketplace, requiring alternatives to be made available at competitive price points; reducing the use of single-use coffee and tea machines, and finding alternatives that produce waste that can be composted in Emory's waste management system; and 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 can 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 online systems which reduces ink and paper. Emory has an online course catalog, and most divisions use online 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 on 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 several years ago to make 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 an online format, and the Emory mobile app and website include 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 them online when they are hired.

All employees can opt into receiving their tax forms electronically and to have their paychecks directly 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 halls, during move-in and move-out, cardboard and Styrofoam collection areas are placed outside every residence hall during move-in and move-out. Before 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. The **“Don’t Dump It, Donate It”** program allows students an outlet to a partnership with Residence Life and Housing Operations, Emory Recycles, and the Office of Sustainability Initiatives (OSI), to donate their unwanted items rather than throw them in dumpsters headed for Georgia landfills. Donations can include furniture, electronics, small household items, clothing, school supplies, books, and non-perishable food. All proceeds from the sale of these items benefit Children’s Healthcare of Atlanta through Emory’s partnership with America’s Thrift.  
<https://sustainability.emory.edu/move-out-review/>

**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:**

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

All data reported in this section are from September 2022-August 2023.

<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 completeness 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 Emory Rehabilitation Hospital are included. Data from the Emory Clinics A and B was known to be incomplete, but what was available has been included in this credit.

## Construction and Demolition Waste Diversion

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**Score**

0.90 / 1.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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**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:**

342.98 Metric tons (378.07 Tons)

**Construction and demolition materials landfilled or incinerated:**

39.86 Metric tons (43.94 Tons)

**Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:**

89.58792445676643

## Optional Fields

**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:**

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**Additional documentation to support the submission:**

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

All data reported in this section are from September 2022-August 2023. The totals for this credit include waste from major renovations and building projects completed by Emory University during the reporting year.

## Hazardous Waste Management

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Score	Responsible Party
1.00 / 1.00	<b>Cyrus Bhedwar</b> 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<sup>®</sup> and/or Responsible Recycling (R2) standards.

---

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

# Part 1. Hazardous waste minimization and disposal

**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. Use of photo chemicals has been reduced by the 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, and batteries in addition to other materials that are difficult to recycle. Aerosol cans are punctured, the residual waste is collected for disposal as hazardous waste, and the metal is recycled.

[https://campserv.emory.edu/auxiliary\\_services/aux-svs-hard-to-recycle-homepage.html](https://campserv.emory.edu/auxiliary_services/aux-svs-hard-to-recycle-homepage.html)

**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 during the reporting period (September 2022-August 2023).

**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 chemicals inter-departmentally requires specialized vehicles with trained personnel.

Labs at Emory have transitioned from Quartzly to FindMocule as of 2021. Most found that the structure-based search feature and chemistry-specific info fields made FindMolecule better suited.

Chemistry labs tend to have a central stockroom that they use to purchase general supplies and bulk chemicals such as solvents and salts. Many employ a just-in-time inventory system that helps

minimize inventory and increase efficiency. Some order more specific materials as needed via the stockroom.

The faculty in chemistry department labs send multiple emails encouraging labs to adopt green chemistry and become certified green labs.

## Part 2. Electronic waste diversion

**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

If yes to either of the above, provide:

**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 by an external vendor. Emory's vendor adheres to the latest Responsible Recycling Standards (see attached certificate)

In addition, Emory Surplus Properties holds e-waste drives to collect e-waste owned by students and staff at intervals throughout the year.

<https://it.emory.edu/electronicwaste/>

**Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:**

Yes

## Optional Fields

**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:**

[Premier\\_Surplus\\_Inc\\_Introduction\\_Packet\\_2024.pdf](#)

**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/>

All data reported in this section are from September 2022-August 2023 except where noted.

# Water

**Points Earned** 4.67

**Points Available** 7.00

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
	3.67 / 5.00			
	This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for 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:			
	<b>Physical Risk QUANTITY</b>	<b>Points available for each part</b>	<b>Total available points for this credit</b>	
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	
Rainwater Management	Close			
	1.00 / 2.00			

## Water Use

---

**Score**

3.67 / 5.00

**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:

<b>Physical Risk QUANTITY</b>	<b>Points available for each part</b>	<b>Total available points for this credit</b>	<b>Cyrus Bhedwar Director Office of Sustainability Initiatives</b>
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:**

Medium to High

# Part 1. Reduction in potable water use per person

## Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	1,090,496.77 Cubic meters (288,078,905.0 Gallons)	1,160,984.13 Cubic meters (306,699,704.0 Gallons)

## Potable water use:

	Performance Year	Baseline Year
Potable water use	852,172.68 Cubic meters (225,120,313.0 Gallons)	1,153,546.92 Cubic meters (304,735,000.0 Gallons)

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

	Start Date	End Date
Performance Period	Sept. 1, 2022	Aug. 31, 2023
Baseline Period	Aug. 31, 2015	Aug. 31, 2016

If end date of the baseline year/period is 2004 or earlier, provide:

## 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	4,413.0	4,352.0
Number of employees resident on-site	19.0	24.0
Number of other individuals resident on-site	896.0	702.0
Total full-time equivalent student enrollment	14,342.0	14,521.0
Full-time equivalent of employees	17,864.0	14,676.0
Full-time equivalent of students enrolled exclusively in distance education	483.0	9.0
Weighted campus users	25,796.25	23,687.0

## Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	33.03 Cubic meters (8,726.861966371082 Gallons)	48.70 Cubic meters (12,865.073669101195 Gallons)

**Percentage reduction in potable water use per weighted campus user from baseline:**  
32.16624956193683

## Part 2. Reduction in potable water use per unit of floor area

### Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	1,129,024.20 Gross square meters (12,152,720.55 Gross square feet)	988,629.97 Gross square meters (10,641,529.0 Gross square feet)

### Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	0.75 Cubic meters per square meter (18.52427298675933 Gallons per square foot)	1.17 Cubic meters per square meter (28.636392383087056 Gallons per square foot)

### Percentage reduction in potable water use per unit of floor area from baseline:

35.31212752308859

## Part 3. Reduction in total water withdrawal per unit of vegetated grounds

### Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	198 Hectares (489.28 Acres)	198 Hectares (489.28 Acres)

### Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	5,507.44 Cubic meters per hectare (588,781.2806572923 Gallons per acre)	5,863.43 Cubic meters per hectare (626,838.8325703074 Gallons per acre)

### Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:

6.071345605211284

# Optional Fields

## **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 into usable water for heating and cooling campus buildings, reduces Emory's water footprint by over 40%. The Water Hub continues to be a popular "tourist" attraction, with K-12, higher education, community, and government parties requesting tours regularly.

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 makeup water in our chiller plants and steam plant, as well as for toilet flushing at the Hub and in a residence hall. In 2023, Emory's WaterHub displaced over 104 million gallons of city potable water to Emory's major utility plants. The facility provides 75% of the total water sent to cooling towers around campus. This volume is not included in the water withdrawal numbers to eliminate double-counting.

Since operations began, the WaterHub has used over 63,200 kWh of solar energy produced from its panels (approximately 6,036 kWh in 2023).

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.

Emory has ambitious goals to use water resources even more efficiently in the coming years, and we are diligently working toward by 2025:

- 1) 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.
- 2) 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 need replacement are replaced with low-flow fittings. Specific hardware is defined in Emory's design and construction standards and has 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:**

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

All data reported in this section are from September 2022-August 2023.

## Rainwater Management

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**Score**

1.00 / 2.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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"---" 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:**

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.

As described in the reference in the notes section, Emory has installed several green roofs on buildings throughout campus to absorb rainwater and provide other environmental benefits.

### **A copy of the institution's rainwater management policy, plan, and/or guidelines:**

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### **A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:**

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.

Emory has preserved or conserved almost half its campus from development, allowing natural areas to absorb and release rainwater (see Land Classification Map in notes).

Emory has established a forest management plan to further retain or restore the natural features of the land on campus. (see Forest Management Plan in notes)

## Optional Fields

**Website URL where information about the institution's green infrastructure and LID practices is available:**

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**Additional documentation to support the submission:**

[EMORY\\_SWMP.pdf](#)

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

All data reported in this section are from September 2022-August 2023.

Green roofs at Emory story: [https://news.emory.edu/stories/2017/08/er\\_green\\_roofs\\_emory/campus.html](https://news.emory.edu/stories/2017/08/er_green_roofs_emory/campus.html)

Land Classification Map (for preserved and conserved land): <https://sustainability.emory.edu/wp-content/uploads/2020/11/2017-Land-Classification-Plan.pdf>

Forest Management Plan: [https://guides.libraries.emory.edu/ld.php?content\\_id=48485180](https://guides.libraries.emory.edu/ld.php?content_id=48485180)

# Planning & Administration

## Coordination & Planning

**Points Earned** 5.88

**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.

<b>Credit</b>	<b>Points</b>
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	2.00 / 4.00
Inclusive and Participatory Governance	1.88 / 3.00
Reporting Assurance	1.00 / 1.00

## Sustainability Coordination

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### Score

1.00 / 1.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

## **Sustainability committee(s)**

### **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:**

Climate Action Task Force: By bringing together the skillsets and expertise of students, faculty, staff, and community members, the Task Force helped Emory center community engagement in its climate action and resiliency planning processes, fulfill its commitments as part of Second Nature's Climate Leadership Network, and support the enterprise in achieving its GHG emission reduction goals. The Task Force served as both an advisor on the Climate Action Plan and Resilience Assessment as well as provided input on how to best engage and respond to community priorities. The Task Force met a total of twelve times, with most meetings occurring during the performance period.

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. The Committee is also tasked with working with farmers and distributors to bolster regional food supplies, overseeing a farmer's 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. The Committee met approximately monthly during AY2022.

Emory Healthcare Sustainability Council: In 2008, the Executive Vice President for Health Sciences appointed a Sustainability 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). It has evolved into a grassroots forum consisting of a 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 with an emphasis on identifying and piloting recycling and reprocessing programs for various waste streams. During the performance period, the Council met quarterly.

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 during the academic year to review all projects undertaken by Emory that impact the environment, including new buildings, transportation initiatives, and forest management, and makes recommendations for consideration by the administration.

Sustainability Representatives: This group recruits 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. The group met in 2022 but paused for the duration of the performance period due to staffing turnover. It has resumed operation at the time of submission.

### **Members of each committee, including affiliations and role:**

#### **Emory Climate Action Task Force**

Name	Title/Role	Affiliation (School/Department)
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Cyrus Bhedwar	Director	Office of Sustainability Initiatives
Nancy Bliwise	Vice Provost	Academic Planning
Anna Brachey	Climate Solutions Fellow	Office of Sustainability Initiatives
Justin Bright	Sustainability and Social Justice Fellow	Office of Sustainability Initiatives
Emily Burchfield	Assistant Professor, Environmental Science	Emory College of Arts and Sciences
Laura Case	Vice President	Southface Institute
Nick Chang	Undergraduate Student; Founder, Emory Ecological Society	Emory College of Arts and Sciences
Blythe Coleman-Mumford	Climate Programs Manager	Second Nature
Sofie DiTomasso	Climate Solutions Fellow	Office of Sustainability Initiatives
Kendra Ding	Sustainability and Social Justice Fellow	Office of Sustainability Initiatives
Elayne Elliott	Chapter Director	Sierra Club
Chris Fox	Director of Engineering, Engineering Services	Facilities Management
Brandon Gardner	Associate Director of Community Engagement	Office of Government and Community Affairs
Mindy Goldstein	Committee Co-Chair; Director and Clinical Professor of Law, Turner Environmental Law Clinic; Director, Environmental and Natural Resources Law Program	Emory University School of Law
Tre' Harp	Undergraduate Student; Native American and Indigenous Studies Initiative	Emory College of Arts and Sciences
Emery Hill	Undergraduate Student; Emory Climate Coalition	Emory College of Arts and Sciences

Jordan Honeycutt	Rollins Environmental Health Coalition	Rollins School of Public Health
Ciannat Howett	Associate Vice President, Sustainability, Resilience, and Economic Inclusion; Adjunct Associate Professor, Rollins School of Public Health; Senior Faculty Fellow, Center for Ethics	Campus Services
Carolyn Keogh	Assistant Professor, Environmental Science	Emory College of Arts and Sciences
Walter Kolis	Assistant Director	Transportation Services
Yang Liu	Professor and Chair, Environmental Health	Rollins School of Public Health
Wesley Longhofer	Associate Professor, Organization and Management	Goizueta School of Business
Clare McCarthy	Undergraduate Student; Emory Climate Coalition	Emory College of Arts and Sciences
Madhu Manivannan	Medical Student; Emory Medical Students for Climate Action	Emory University School of Medicine
Michelle Midanier	Clean Energy Programs Associate	City of Atlanta Mayor's Office for Resilience
Jack Miklaucic	Undergraduate Student; Co-Founder, Emory Climate Coalition	Emory College of Arts and Sciences
Nithya Narayanaswamy	Undergraduate Student; Co-Founder, Plastic Free Emory	Emory College of Arts and Sciences
Mark Nevitt	Associate Professor	Emory University School of Law
Daniel Parson	Organic Farmer/Educator, Oxford College Organic Farm	Oxford College
Rebecca Philipsborn	Assistant Professor, Pediatrics	Emory University School of Medicine
Zoe Price	Sustainability and Social Justice Fellow	Office of Sustainability Initiatives

Eri Saikawa	Associate Professor, Environmental Science; Co-Founder, Climate@Emory	Emory College of Arts and Sciences
Wade Sanner	Associate Director of Strategic Procurement	Financial Operations
Joey Shea	Manager, North American Sustainability	Interface
Taylor Sparacello	Sustainability Engineer, Engineering Services	Facilities Management
Lydia Stubbs	Sustainability and Social Justice Fellow	Office of Sustainability Initiatives
Justin Thomas	Energy Manager, Energy Services	Facilities Management
Lisa Thompson	Associate Professor	Nell Hodgson Woodruff School of Nursing
Anjulet Tucker	Director of Presidential Initiatives and Institutional Projects	Office of the President
Asti White	Student; Candler Creation Keepers	Candler School of Theology
Lucy Williams	Program Manager	Planning, Design, and Construction
Meagan Williams	Student; Candler Creation Keepers	Candler School of Theology

### **Sustainable Food Committee**

Name	Title/Role	Affiliation (School/ Department)
Emily Burchfield	Assistant Professor, Environmental Science	Emory College of Arts and Sciences
Elizabeth Carlino	Assistant Director, Dining Operations	Campus Life
Jonathan Crane	Raymond F. Schinazi Scholar of Bioethics and Jewish Thought, Center for Ethics; Professor of Medicine	Emory University School of Medicine

Julie Elion	Director, Auxiliary Operations	Oxford College
Mindy Goldstein	Committee Co-Chair; Director and Clinical Professor of Law, Turner Environmental Law Clinic; Director, Environmental and Natural Resources Law Program	Emory University School of Law
Kip Hardy	Manager, Food & Nutrition Projects and Performance Improvement	Emory University Hospital
Eric Lonsdorf	Assistant Professor, Environmental Science	Emory College of Arts and Sciences
Clare McCarthy	Undergraduate Student	Emory College of Arts and Sciences
Julie Mulisano	Board Manager	Bon Appetit
Daniel Parson	Organic Farmer/Educator, Oxford College Organic Farm	Oxford College
Adina Peck	Undergraduate Student	Emory College of Arts and Sciences
Nicole Pozzo	Clinical Research Coordinator	Emory University School of Medicine
Cassandra Quave	Assistant Professor of Dermatology and Human Health; Curator, Herbarium	Emory College of Arts and Sciences, Emory University School of Medicine
Michelle Reuter	Director, Operations	Bon Appetit
Karen Siegel	Assistant Professor, Global Health, Global Diabetes Research Center	Rollins School of Public Health
Chad Sunstein	Committee Co-Chair; Director	Campus Dining Services
Nicholas Walker	Campus Executive Chef, Emory University	Bon Appetit
Jill Welkley	Committee Co-Chair; Associate Professor	Emory University Center for the Study of Human Health

## Emory Healthcare Sustainability Council

Name	Title/Role	Affiliation (School/Department)
Catherine Maloney	Vice President, Operations	Emory University Hospital
Nina Guzzetta	Assistant Professor, Anesthesiology	Emory University School of Medicine
Rebecca Philipsborn	Assistant Professor, Pediatrics	Emory University School of Medicine
Samantha Smith	Coordinator, Infection Control, Office of Quality	Emory Healthcare
Kevin Andrews	Chief Operating Officer, Emory St. Joseph's Hospital	Emory Healthcare
Sarah Blanton	Assistant Professor, Rehabilitative Medicine	Emory University School of Medicine
Michael Borich	Associate Professor, Rehabilitative Medicine	Emory University School of Medicine
Janet Christenbury	Director, Media Relations	Emory Healthcare
Jane Duggan	Assistant Professor, Anesthesiology	Emory University School of Medicine
John Eley	Executive Associate Dean, Medical Education and Student Affairs; Professor, Hematology and Medical Oncology	Emory University School of Medicine
Ciannat Howett	Associate Vice President, Sustainability, Resilience, and Economic Inclusion; Adjunct Associate Professor, Rollins School of Public Health; Senior Faculty Fellow, Center for Ethics	Campus Services
G. Baker Hubbard	Thomas M. Aaberg Sr. Chair in Ophthalmology; Director of Retina Service, Emory Eye Center; Vice-Chief, Ophthalmology, CHOA-Egleston; Professor, Ophthalmology, Emory Eye Center	Emory University School of Medicine

Mike Mason	Vice President, Operations	Emory Healthcare
Lisa Newbern	Chief, Public Affairs	Emory National Primate Research Center
Darin Olson	Assistant Professor, Endocrinology	Emory University School of Medicine
Sarah Peek	Director, Facilities Management	Emory University Hospital Midtown
Marjorie Perryman	Executive Administrative Assistant	Emory University Hospital Midtown
Jennifer Schuck	Vice President, Operations	Emory Decatur Hospital
Pat Scott	Program Coordinator, Hospital Administration	Emory Healthcare
Abigail Stroud	Senior Manager, Healthcare Facilities Planning	Emory Healthcare
Colin Swenson	Associate Professor, Pulmonary, Allergy, and Critical Care; Section Chief, Pulmonary & Critical Care	Emory University School of Medicine
Scott Thomaston	Assistant Vice President	Environmental Health and Safety Office
Steven Tosone	Associate Professor, Anesthesiology and Pediatrics; Medical Director for Quality in Anesthesiology, Pain Medicine, and Sedation Services	CHOA-Egleston, Emory University School of Medicine
Caitlin Zinnecker	Project Manager, Facility Planning	Emory Healthcare
Andrew Wurtzel	Director, Operations	Emory Decatur Hospital
Sabrina Crain	Director, Food and Nutrition Services	Emory University Hospital
Benjamin Rabin	Medical Student (MD/MPH); Co-Founder, Medical Students for Climate Action	Emory University School of Medicine
David Hatcher	Director, Environmental Services	Emory University Hospital

Krystyna Morgan	Director, Woodruff Health Sciences Center Office of Well-Being (EmWELL)	Emory Healthcare
John Stone	Director, Facilities	Emory Johns Creek
Karen Holden	RN, Operating Room	Emory University Hospital Midtown
Mehul N. Tejani	Assistant Professor, General Medicine	Emory University School of Medicine
Preeti Jaggi	Professor, Pediatrics, Infectious Disease	Emory University School of Medicine
Stacie Schmidt	Associate Professor, General Medicine	Emory University School of Medicine
Daniel Wood	Assistant Professor, Emergency Medicine	Emory University Hospital Midtown
Keaton Kramer	Physical Therapist	Emory Hillandale Hospital
Riya Goel	Medical Student	Emory University School of Medicine
Shaneeta Johnson	Associate Professor, Surgery; Director, Minimally Invasive and Bariatric Surgery Program	Morehouse School of Medicine, Emory University Hospital Midtown
Michele Egan	Chief Development Officer	MedShare
Thomas Morris	Epidemiologist, Evaluation and Analysis Branch	CDC
Rebecca Baggett	Director, Student Programs	Emory Global Health Institute
Jessica Sheridan	Vice President, Operations	Emory St. Joseph's Hospital
Amy Davis	Director, Operations	Emory Johns Creek
Laura Seeff	Senior Advisor, CDC Foundation	CDC

Nikhila Raol	Associate Professor, Otolaryngology, Head and Neck Surgery, Pediatric Otolaryngology	The Emory Clinic, CHOA
A. Alfred Chahine	Professor of Surgery, Pediatric Surgery; Vice Chair, Education, Department of Surgery	Emory University School of Medicine
William Bodnar	Unit Director	Emory University Hospital
Dylan Stentiford	Assistant Professor, Medicine	The Emory Clinic
Melinda Rodriguez	Manager, Rehabilitation Therapy	Emory Hillandale Hospital
Farah Williams	Assistant Vice President, Wellness and Health Strategies	Human Resources Health and Wellness Team
Danielle N. Lenane	Senior Manager, Wellness Programs	Human Resources Health and Wellness Team
Daniel Lubin	Assistant Professor, Pathology and Laboratory Medicine	Emory University School of Medicine
Alex Arges	Assistant Professor, Hospital Medicine; Assistant Professor, Pediatrics	Emory University School of Medicine, CHOA

### **University Senate Committee on the Environment**

Name	Title/Role	Affiliation (School/Department)
Kathy Smith	Director, Recruitment and Admissions, Biological and Biomedical Sciences	Laney Graduate School
Carolyn Keogh	Assistant Professor, Environmental Science	Emory College of Arts and Sciences
John Wegner	Associate Professor, Environmental Science	Emory College of Arts and Sciences
Nikki Smith	Director, BBA Career Management Center	Goizueta School of Business

Michael Martin	Committee Chair; Associate Professor, Biology	Oxford College
Nick Chang	Undergraduate Student	Emory College of Arts and Sciences
Christopher Beck	Professor, Biology	Emory College of Arts and Sciences
Bo Liang	Associate Professor, Biochemistry	Emory University School of Medicine
Kristin Sliger	Assistant Director, Outdoor Recreation	Woodruff Physical Education Center
Raymond Herbert	Director of Facilities and Operations	Residence Life and Housing Operations
Justin Thomas	Energy Manager, Energy Services	Facilities Management
Stacie Renee Schmidt	Professor, Internal Medicine	Emory University School of Medicine

### **Sustainability Representatives**

Name	Title/Role	Affiliation (School/Department)
James Harper	Administrative Assistant, Recycling	Auxiliary Services
Garrett Southwell	Lead Applications Developer/Analyst	Office of Information Technology
Raghu Patil	IT Analyst	Office of the Provost
Laura Pokalsky	Client Service Representative II, Emory College IT	Emory College Business Operations
AnnMarie Arthur-Nedrick	Senior Coordinator, Facilities Planning	Emory College of Arts and Sciences
Fiona Riedl	Senior Manager, Space and Facilities	Advancement and Alumni Engagement
Jason Cook	Manager, Desktop Support	Office of Information Technology

Ami Franklin	Senior Director, Trustee Relations	Office of the Secretary
Eva Stotz	Coordinator, Academic Degree Programs, Anthropology	Emory College of Arts and Sciences
Jan McSherry	Senior Coordinator, Facilities Planning, Chemistry	Emory College of Arts and Sciences
Claire Scott	Procurement Assistant, Chemistry	Emory College of Arts and Sciences
John Sisk	Assistant Director, Admissions	Office of Financial Aid
Mike Hodgkin	Academic Department Administrator, Philosophy	Emory College of Arts and Sciences
Deena Keeler	Assistant Director, Auxiliary Services	Facilities Management
Sara McKlin	Coordinator, Site Operations	Candler School of Theology
Chad Sunstein	Director	Campus Dining Services
Dawn Francis-Chewning	Educational Analyst III, Student Digital Life	Emory Libraries and Information Technology
Amelia Randall	Director, Business and Finance, Department of Pediatrics	Emory University School of Medicine
Harriet Ruskin	Director, International and Joint Degrees	Goizueta School of Business
Haley Murray	Senior Operations Manager	Goizueta School of Business
Kate Hodgins	Manager, Research Projects, Environmental Health	Rollins School of Public Health
Mark Burell	Bookshop Manager	Michael C. Carlos Museum
Terez Whatley-White	Academic Department Administrator, German Studies	Emory College of Arts and Sciences
Steve Ellwood	Director, Information Technology	Nell Hodgson Woodruff School of Nursing

Maya Meeks	Veterinary Technician IV, Animal Resources	Emory University School of Medicine
Lorenza Houser	Senior Coordinator, Academic Degree Programs, Psychology	Emory College of Arts and Sciences
Emily Stills	Administrative Assistant, Psychology	Emory College of Arts and Sciences
Marie Browne	Senior Administrative Assistant, Economics	Emory College of Arts and Sciences
Amish Mody	Director, Operations	Emory University School of Law
Shelby Smith	Senior Program Coordinator	Emory University School of Medicine
Erica Weaver	Senior Program Coordinator	Emory University School of Medicine
Meg Ahrens	Senior Manager, Operations	Goizueta School of Business
Jeff Lenhard	Administrative Assistant, University Music Administration	Emory College of Arts and Sciences
Michael Hyde	Associate Director	Athletics Facilities
Angela Williams	Coordinator, Assessment Resources	Accessibility Services
Abigail Stroud	Senior Manager, Healthcare Facilities Planning	Emory Healthcare
Carlee Beard	Program Coordinator, Office of Undergraduate Education	Emory College of Arts and Sciences
Michael Huerkamp	Director, Animal Resources	Emory University School of Medicine
Michelle Boone	Director, Strategic and Policy Communications	Emory Healthcare
Monica Cloyd	Research Facilities Administrator	Winship Cancer Institute
Susannah Conroy	Project Support Specialist	Winship Cancer Institute

Julie Newton

Assistant Conservator

Emory Libraries

Lisa Newbern

Chief, Public Affairs

Emory National Primate Research  
Center

## **Sustainability office(s)**

### **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 environmental impact of Emory University and Healthcare. In 2015, Emory adopted a new Sustainability Vision & Strategic Plan outlining its aspirations for the next decade.

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 the sustainability efforts of faculty, staff, and students across the University and Emory's Healthcare system. Currently operating out of Campus Services, OSI serves across the enterprise of ~40,000 students, staff, and faculty.

### **Full-time equivalent of people employed in the sustainability office(s):**

5.2

**Sustainability officer(s)**

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Ciannat Howett, AVP Sustainability, Resilience & Economic Inclusion; Cyrus Bhedwar, Director; Erik Edwards, Educational Garden Coordinator; Anna Brachey, Climate Solutions Fellow; Justin Bright and Kendra Ding, Sustainability and Social Justice Fellows

## **Institution-wide coordination**

### **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. In 2015, 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 39% from a 2010 baseline; continuing to support the renowned Piedmont Project; funding over \$80,000 through OSI Incentives Funds to 35 student-, faculty- and staff-led project teams; continuing to implement the enterprise-wide Zero Waste Ambassador program; increasing sustainable food procurement to about 40% in Emory Dining locations; developing a virtual WaterHub tour of the award-winning water reclamation facility to accommodate the conditions of the COVID-19 pandemic; implementing a solar PPA resulting in more than 2 MW of solar installed during the performance period; retrofitting campus parking decks with LED lighting.

While published outside of the performance period, OSI assembled an Implementation Progress Report that details progress made on the 2015-2025 Sustainability Vision and Strategic Plan, which is inclusive of accomplishments during the performance period and linked in the Notes section.

## Optional Fields

## **Job description (1st position)**

### **Job title of the sustainability officer position:**

Associate Vice President, Sustainability, Resilience & Economic Inclusion

### **Job description for the sustainability officer position:**

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### **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 in 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 ensure 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 forums such as community events and academic environments. Provides briefings to the Board of Trustees and various leadership across the enterprise.

## **Job description (2nd position)**

### **Job title of the sustainability officer position (2nd position):**

Director, Office of Sustainability Initiatives

### **Job description for the sustainability officer position (2nd position):**

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### **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 a 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 the Emory Healthcare communities. 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 description (3rd position)**

### **Job title of the sustainability officer position (3rd position):**

Climate Solutions Fellow

### **Job description for the sustainability officer position (3rd position):**

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### **Job description for the sustainability officer position (3rd position):**

#### **Responsibilities**

- Facilitate the completion of Emory's annual greenhouse gas emissions (GHG) inventory, related surveys, from data collection to output analysis
- Conduct necessary research and participate in relevant working groups to further Emory's understanding and calculation of scope 3 emissions
- Grow and maintain Emory's knowledge of the carbon offsets global landscape, and work toward establishing an offsets program for Emory-sponsored air travel that has local and social justice benefits
- Assist OSI with data collection and the organization of information and submissions for annual reporting for Emory's memberships in AASHE STARS, The Listening Post and Ivy+, Climate Leadership Network, and United Nations Race to Zero
- Support the ongoing work of the CLN-required campus-community task force. Support the campus-community resilience assessment
- Assist OSI with effective, strategic, and transparent communication strategies to educate, inform, and inspire the Emory community.
- Assist OSI with other projects, research, outreach, and education, as needed, that relate to generating climate solutions on Emory's campus and fostering a supporting campus culture.

#### **Minimum Qualifications**

A bachelor's degree in environmental sciences, environmental studies, environmental health, public health, atmospheric sciences or engineering, or related field and some climate- and sustainability-related extracurricular, training, educational, or internship experience. Proficiency with MS Word, Excel, PowerPoint and a desire to learn additional software as needed.

#### **Desired Qualifications**

Excellent organizational and project management skills. At least 1 year of work experience, including internships, in a professional setting. Experience working on campus sustainability and climate action initiatives. GHG accounting and offset experience preferred, though not required. Excellent communication, outreach, presentation, and data management and analysis skills. Collaborative team member who can also work well independently.

### **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:**

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

The data reported was current at the time of submission.

Implementation Progress Report: <https://sustainability.emory.edu/wp-content/uploads/2024/03/Implementation-Progress-Report-for-Emorys-2015-2025-Sustainability-Vision-032024.pdf>

## Sustainability Planning

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Score	Responsible Party
2.00 / 4.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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.

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

# **Part 1. Measurable sustainability objectives**

## Academics

**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:**

In 2015 (updated in 2020) Emory published its 10-year Sustainability Vision and Strategic Plan, a stakeholder-informed document that catalogs the ambitions of Emory University and Healthcare for the period 2015-2025. Assembled with both expert input (Visioning Committee) and general community feedback, the Vision outlines 91 goals in four major areas, in many cases setting targets or establishing indicators against which to measure progress.

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](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 curricula through continued support for the Piedmont Project and related efforts.

## Engagement

**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](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 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-focused 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 a sustainability literacy survey for all students and administer it annually.
  - Expand sustainability-related community service opportunities through Volunteer Emory and other groups, especially for graduate and professional students.
  - Link programs with the Office of Health Promotion to strengthen awareness of individual health with the global community and planetary health and well-being.
  - Ensure sustainability commitments are met and communicated in summer conferences and camp programs and events.

## Operations

### 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](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 the 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 a baseline.
- Revise greenhouse gas inventory to add sources of emissions from components of the supply chain by 2030.
- Use carbon offsets, with a 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.
- 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, 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 the 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 the best practice rate in healthcare).
- 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 a "reduce, repair, restore, and reuse" mentality and "cradle to cradle" 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 the possibility of an “Emory Greenbelt” biking and pedestrian path system.
- Develop a bicycle and pedestrian master plan in cooperation with government agencies and neighborhood stakeholders to include dedicated bike and pedestrian lanes 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 the 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 a 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 it with biodiverse woodland and shrubbery areas, using a drought-tolerant plant palette.
- Transition to herbicide and pesticide alternatives safer to pollinators and people 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 a tracking system to document future gains.
- Expand onsite educational gardens to include Emory Healthcare staff, faculty, and students.

## Administration

**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](https://sustainability.emory.edu/wp-content/uploads/2018/01/VisionReport2-3-20-FINAL_with-updated-investment-language.pdf).

Social dimensions of sustainability:

- Support and extend efforts for social equity and economic opportunity; connect sustainability strategic goals with recommendations of the 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 toward 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 a 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 that 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.

## Part 2. Sustainability in institution's highest guiding document

**Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :**

No

**The institution's highest guiding document (upload):**

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**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

# Optional Fields

## The institution's sustainability plan (upload):

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## Website URL where the institution's sustainability plan is publicly available:

[https://sustainability.emory.edu/wp-content/uploads/2018/01/VisionReport2-3-20-FINAL\\_with-updated-investment-language.pdf](https://sustainability.emory.edu/wp-content/uploads/2018/01/VisionReport2-3-20-FINAL_with-updated-investment-language.pdf)

## Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

No

## The formal statement in support of sustainability:

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## The institution's definition of sustainability:

Sustainability is defined in Emory's 2005-2015 Strategic Plan 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 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	Yes
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:**

In 2021, Emory joined Second Nature’s integrated Climate Commitment. This commitment requires Emory to:

- Create internal institutional structures to guide the development and implementation of a Climate Action Plan and support a joint campus-community task force to ensure alignment of the Plan with community goals and to facilitate joint action.
- Complete a greenhouse gas emissions inventory, identify near-term opportunities for greenhouse gas reductions, and complete a greenhouse gas inventory as an annual progress check each year thereafter.
- Lead and complete an initial campus-community resilience assessment including initial indicators and current vulnerability.
- Complete a Climate Action Plan, including targets, actions, and other relevant information, and ensure it is updated at least every five years.

Emory also joined the UN Race to Zero Campaign in 2021. The UN Race to Zero Campaign requires that Emory:

- Pledge to reach net zero GHG emissions as soon as possible and by mid-century at the latest.
- Set an interim target to achieve in the next decade, which reflects maximum efforts towards or beyond a fair share of the 50% global reduction in CO2 by 2030 identified in the IPCC Special Report on Global Warming of 1.5 Celsius.
- Create an action plan to achieve both interim and long-term pledges.

Emory signed the “Break Free from Plastic Pledge,” in 2021, which outlines a five-year plan for reducing unnecessary single-use plastics on Emory’s Atlanta and Oxford campuses. Through this commitment, Emory University and Oxford College pledge to, by 2026:

- Establish a Plastic Free Task Force to engage stakeholders to enact the pledge.
- Implement a year-by-year single-use plastics reduction strategy.
- Continue to use viable alternatives and implement purchasing guidelines to eliminate the procurement of unnecessary single-use plastics in the future. Further invest in education, resources, and infrastructure to reduce single-use plastics on individual and institutional levels.
- Increase efforts to eliminate plastic bags, plastic straws, and Styrofoam following the City of Atlanta’s Ordinance 19-O-1418.

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

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Score	Responsible Party
1.88 / 3.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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.

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

# Part 1. Shared governance bodies

**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 Board of Trustees** governs the university by establishing policy and exercising fiduciary responsibility for the long-term well-being of the institution. The board and its Executive Committee act on recommendations from board committees, university officers, and the University Senate.

Emory University's Board of Trustees has been in existence since 1915. Until 1918, when a full board of 30 members was elected by the General Conference of the Methodist Episcopal Church, South, the petitioning incorporators served as an interim Board of Trustees. By custom, several positions on the board are filled by active bishops of the United Methodist Church.

The board composition includes up to 45 active trustee positions. Each serves a six-year initial term; four-year renewable terms may follow.

While only Board members vote, students and faculty counselors sit on several standing board committees including 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.

**The University Senate** is composed of faculty, staff, and students. Its members include Ex-official 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/>

## 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.

<https://emory.campuslabs.com/engage/organization/student-government-association>

<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, the general financial condition of the University, and the relationship between faculty and administration; and considers suggestions and addresses problems and concerns raised by any recognized faculty group.

<https://facultycouncil.emory.edu>

Faculty Counselors 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 Counselor 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](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 concerning 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/>

## Part 2. Campus stakeholder representation in governance

**Total number of individuals on the institution's highest governing body:**

38.0

**Number of students representing their peers as official members of the institution's highest governing body:**

0.0

**Number of academic staff representing their peers as official members of the institution's highest governing body:**

0.0

**Number of non-academic staff representing their peers as official members of the institution's highest governing body:**

0.0

## Part 3. Gender equity in governance

**Number of women serving as official members of the institution's highest governing body:**

14.0

**Percentage of official members of the highest governing body that are women:**

36.84210526315789

**Website URL where information about the institution's highest governing body may be found:**

[https://secretary.emory.edu/board\\_of\\_trustees/index.html](https://secretary.emory.edu/board_of_trustees/index.html)

## Part 4. Community engagement bodies

**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 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)

# Optional Fields

**Number of people from underrepresented groups serving as official members of the institution's highest governing body.:**

11.0

**Website URL where information about the institution's governance structure is available:**

<https://secretary.emory.edu/governance/index.html>

**Additional documentation to support the submission:**

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

Data reported were current at the time of submission.

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. Committee members have been included in the calculations for this credit for this reason. Committee members are listed here: [https://secretary.emory.edu/board\\_of\\_trustees/committees.html](https://secretary.emory.edu/board_of_trustees/committees.html)

Emory's Office of Institutional Research and Decision Support provided the numbers for "Percentage of official members of the highest governing body that are women" and "Number of people from underrepresented groups serving as official members of the institution's highest governing body."

## Reporting Assurance

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Score	Responsible Party
1.00 / 1.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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.

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

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 that were either not mentioned in the completed review template or not resolved successfully).

### **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, Founder & Principal, E Rowe Consulting

### **A brief description of the institution's assurance process:**

Emory contracted with Elizabeth Rowe to complete a review of its 2021 STARS report. After a successful review process, Emory contracted with her again 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\\_2024.pdf](#)

**Completed STARS Review Template:**

[STARS\\_2.2\\_Review\\_Template\\_Emory\\_2024\\_FINAL.xlsx](#)

## Optional

**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):**

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**Completed STARS Review Template (2nd review):**

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**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):**

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**Copy of completed STARS Review Template (3rd review):**

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**Website URL where information about the institution's reporting assurance is available:**

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**Additional documentation to support the submission:**

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

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# Diversity & Affordability

**Points Earned** 9.60

**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.

<b>Credit</b>	<b>Points</b>
Diversity and Equity Coordination	1.89 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	3.71 / 4.00

## Diversity and Equity Coordination

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Score	Responsible Party
1.89 / 2.00	<b>Ciannat Howett</b> Director Sustainability Initiatives

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### 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.

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

# Part 1

**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

None

**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) was 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 that 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.

## Part 2

**Estimated proportion of students 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

If trainings are made available, provide:

**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 for all faculty and staff in the 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 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/](http://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 work 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.

## Optional Fields

**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:**

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

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## Assessing Diversity and Equity

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### Score

1.00 / 1.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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"---" 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:**

The National Assessment of Collegiate Campus Climates (NACCC) is a national survey administered at the University of Southern California (USC) by the [USC Race and Equity Center](#) that seeks to assess the campus climate for students, faculty, and staff around racial diversity, equity, and inclusion.

Emory partnered with NACCC in the fall of 2021 to administer a campus-wide survey for undergraduate students, graduate and professional students, and full-time faculty and staff. In spring 2022, Emory followed up with a survey of part-time faculty and staff. NACCC has provided Emory with executive reports and benchmarked the undergraduate student data to other participating institutions.

The Office of Institutional Research and Decision Support (IRDS) received a deidentified dataset and has been working to prepare dashboards to explore the responses by school and demographic.

IRDS works with the Office of Institutional Equity and Compliance on annual Affirmative Action Plan measures and published hiring goals for individual departments that align with diversity and reputation by field of study.

As part of the annual budget process, departments are evaluated on the equity and diversity of their faculty. This analysis looks at the composition of faculty by rank and examines salary equity among peers. Where discrepancies are observed, departments are instructed to justify their pay structures.

DEI is also a component that is built into other annual reviews and assessments. For example, DEI is one of the items that staff are evaluated on during their annual review. Managers are asked to evaluate staff on a scale of 1 to 5 on the items:

- Pursues knowledge and displays a self-awareness of diversity, equity, and inclusion (DEI) and related social issues.
- Seeks personal development opportunities in DEI.
- Adopts or modifies operational practices to help ensure diversity, equity, and/or inclusion.
- Actively addresses or makes known issues of inequity and bias whenever possible.

**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?:**

Yes

**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:**

**Key takeaways from the undergraduate survey:**

- 66% of students of color and 77% of white students indicated they mostly matter or strongly matter in classes with white professors.
- 61% of students of color and 38% of white students felt moderately encouraged or completely encouraged about having conversations about race with students of color.
- 29% of students of color and 28% of white students believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively.

**Key takeaways from the graduate and professional survey:**

- 63% of students of color and 80% of white students indicated they mostly matter or strongly matter in classes with white professors.
- 66% of students of color and 44% of white students felt moderately encouraged or completely encouraged about having conversations about race with students of color.
- 35% of students of color and 34% of white students believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively.

**Key takeaways from the staff survey:**

- 51% of staff of color and 61% of white staff indicated their perspective is mostly or strongly valued in decision-making processes at the workplace.
- 57% of the staff of color and 61% of white staff were satisfied with the overall quality of the racial equity, diversity, and inclusion training from Emory.
- 31% of staff of color and 34% of white staff believed campus administration dealt with racism or racist incidents very or extremely effectively.

**Key takeaways from the faculty survey:**

- 51% of faculty of color and 63% of white faculty indicated their perspective is mostly or strongly valued in decision-making processes at the workplace.
- 59% of faculty of color and 66% of white faculty were satisfied with the overall quality of the racial equity, diversity, and inclusion training from Emory.
- 31% of faculty of color and 36% of white faculty believed campus administration dealt with racism or racist incidents very or extremely effectively.

## Next Steps

ODEI published the following roadmap following the completion of the NACCC Survey (NOTE: at the time of submission, many of these items have been completed).:

- Survey results are released (April/May)
- Emory Report article explaining the context of the survey and its impact on future planning (April/May)—article completed.
- Continued discussions of our inventory of recommendations made from the survey with various levels of leadership including what the survey results tell us about our community; what we are currently doing; and what we plan to do in the future.—a work in progress
- Develop actionable recommendations that will allow us to measure the progress of achievable goals (2023–2024)—finding out what has been done with this information. HR, Campus Life leveraged this information to continue work in each of the schools. NACCC was made available to all schools and major administrative units including Campus Life, HR, and Libraries.
- Make presentations during Diversity Week 2023 to discuss the next steps for 2023–2024 (which will include connecting survey results to institutional DEI goals).

## **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:**

Summary results were published on ODEI’s website and broadcast via the Emory Report, an enterprise-wide daily e-newsletter in a series of articles. Additionally, as described above, ODEI has incorporated the findings in its community engagement and strategic planning activities, such as Diversity Week.

IRDS made NACCC available to all schools and major administrative units including Campus Life, HR, and Libraries.

An article published in the Emory Report described a variety of Emory’s DEI efforts and offered the following on the next steps,

During the next five years, efforts to create a more inclusive environment will be seen in every part of campus. The overall goal of the DEI initiatives is to close the experiential gap, so that everyone has a chance to develop their best selves at Emory.

Since fall 2021, all incoming Emory College students have been required to complete one course before they graduate that fulfills the [Race & Ethnicity General Education Requirement](#). Students can choose from a wide variety of classes to expand their understanding of different people’s languages, cultures, and customs.

Looking forward, the [Twin Memorials](#) will honor enslaved laborers and their descendants who lived and worked on Emory’s original campus in Oxford, Georgia. The [Indigenous Language Path](#) will memorialize Indigenous peoples, such as the Muscogee (Creek), who previously lived on land where Emory is now located.

## **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):**

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**Website URL where the diversity and equity assessment report or summary is publicly posted:**

<https://diversity.emory.edu/resources/naccc/index.html>

# Optional Fields

## Website URL where information about the institution's diversity and equity assessment efforts is available:

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## Additional documentation to support the submission:

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

Does the assessment process address:

### 1) Campus Climate?

Yes, the NACCC survey reflects a decade of the [USC Race and Equity Center's](#) qualitative work and the input of race, equity, and inclusion experts on the NACCC Advisory Panel\* who have identified the most salient content areas and questions in the field of campus racial climate. A diverse Student Advisory Panel consults with NACCC staff about how undergraduates engage with campus surveys generally. The panel also provides review and input on the content of the campus racial climate survey specifically.

Members include college and university presidents and provosts, campus diversity and inclusion officers, race and equity content faculty and experts, postsecondary institution membership association directors, institutional researchers, and survey methodologists.

### Content Areas

- Mattering and affirmation
- Cross-racial engagement
- Encounters with racial stress
- Racial learning and literacy
- Appraisals of institutional commitment
- Impact of external environments

### 2) Student Outcomes

Yes. Student outcomes including academic performance, retention, graduation, and others are disaggregated by race/ethnicity, gender identity, socioeconomic status, residency, and other attributes to understand and promote equitable educational opportunities at Emory.

### 3) Employee Outcomes

Yes. The annual budget process includes salary equity and composition as part of the annual departmental review. Additionally, faculty were surveyed with COACHE about their academic careers. This information was compared across many demographic factors to ensure equity among peer faculty.

While the NACCC Assessment did not directly address employee [outcomes\[CH1\]](#) [\[CH2\]](#) [\[CH3\]](#), Emory has relied on the COACHE Survey (described in Credit PA 13) for a variety of employee well-being and perception metrics. As the result of the findings of the 2020 Survey, Emory made adjustments to several areas that address DEI, including compensation and mentorship for example.

Emory Report article on NACC survey findings: [https://news.emory.edu/features/2023/06/er\\_racial\\_climate\\_survey\\_08-06-2023/index.html](https://news.emory.edu/features/2023/06/er_racial_climate_survey_08-06-2023/index.html)

NACCC Survey: <https://diversity.emory.edu/resources/naccc/index.html>

COACHE Survey and Actions Taken: <https://provost.emory.edu/faculty/coache/>



## Support for Underrepresented Groups

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**Score**

3.00 / 3.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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**Criteria**

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.
  2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
  3. Programs specifically designed to recruit students, 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

## **Non-discrimination statement**

**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:**

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 Veterans Readjustment Assistance Act, and applicable executive orders, state and federal regulations regarding non-discrimination, equal opportunity, and affirmative action. Emory University is committed to achieving a diverse workforce through the application of its affirmative action, equal opportunity, and non-discrimination policy in all aspects of employment including recruitment, hiring, promotions, transfers, discipline, terminations, wage and salary administration, benefits, and training.

<https://emory.ellucid.com/documents/view/16834/security=d3b7518a869d72e6d5b0c965c987b3c9053079b3>

## **Bias response team**

### **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:**

Emory has multiple avenues for addressing bias and discrimination.

■ The Department of Equity and Inclusion within the Office of Institutional Equity and Compliance maintains a reporting process described in University Policy 1.3. Following a reported incident, DEI will conduct an investigation and report its findings, including whether there was a violation of University Policy, to the Dean or Division Head, who will take appropriate action.

■ Bias Reporting is also administered by the Campus Life Division, which provides the following guidance to those witnessing or experiencing bias

- If you believe you have encountered a bias incident on campus, we strongly encourage you to submit a report. Initiate a [Bias Report](#) by using the button below and selecting "Bias Report" from the drop-down menu. The form offers you the option to upload any supporting documentation, such as screenshots, documents, or pictures.
- Within two days of receiving a report, the Bias Support Services (BSS) team will send a confirmation of receipt and an outline of the next steps to the person who submitted the report. The BSS team thoroughly reviews all reports and accompanying information as part of our commitment to addressing bias-related concerns effectively.
- Additionally, a Bias Support Team (BST) staff member will meet with individual(s) who are affected by a bias report, both complainant and respondent. These team members have specialized training to provide compassionate care for students through a trauma-informed approach, offering advocacy and support.

## **Recruitment programs**

**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

If yes to any of the above, provide:

**A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:**

### **Students**

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>

The Emory Leadership, Enrichment, Advocacy, and Discovery (LEADs) Experience offers resources to support students as they begin the college application process and explore their leadership potential beyond the classroom. LEADs also includes an in-person Leadership Retreat in October. LEADs is designed to support the recruitment of talented, high-achieving high school seniors who are either first-generation college students and/or from underrepresented cultural or socioeconomic backgrounds, including, but not limited to, Black/African American, Latinx/Hispanic, and Native/Indigenous student populations. <https://apply.emory.edu/leads/index.html>

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 supported over 100 students at both Emory and Oxford Colleges to assist promising high school students through the college application and enrollment process. They 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. 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.

<https://thelaa.org/latino-youth-leadership-conference/>

### **Academic Staff/Faculty**

Emory University has developed Best Practices for Hiring a Diverse and Excellent Faculty that include resources such as:

- Guidelines for Search Committees + Search Committee Checklist
- Appropriate and Inappropriate Interview Questions
- Search Committee Rubric to Assess Candidate Contributions to DEI, and others.

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>

### **Non-Academic Staff**

As described in Credit PA 5, key business units provide an “End of Year” Report to the Office of Diversity, Equity, and Inclusion describing their DEI principles, goals, and activities. The Office of Business and Administration, which oversees the non-academic part of Emory, prepared an analysis of recruiting, hiring, and promotion trends by diversity category, which was presented to the Leadership group. Targeted efforts included:

- Continued mentorship of returning military in partnership with American Corporate Partners.
- Identification of Internship/Apprenticeship program with Atlanta Technical College.
- GA Vocational Rehabilitation Agency provided training to the recruiting team
- Improved reporting capabilities for veterans and individuals with disabilities.

In addition to university-wide education, the various divisions within BA also have initiatives that impact accountability in their specific areas. Examples include:

- Pay equity analysis; review of job classifications
- Identification of, and plans to address, risks associated with diverse and inclusive faculty, student body, and staff
- Engagement with an external consultant for policy reviews
- Enhanced efforts in talent management to provide upward mobility opportunities
- Enhanced efforts to communicate the most recent changes in performance evaluations to include DEI competency.

## **Mentoring, counseling and support programs**

**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:**

### **Campuswide**

The purpose of the Office of Diversity, Equity, and Inclusion (ODEI) is to support Emory's institutional mission "to create, teach, preserve, and apply knowledge in the service of humanity" by championing the principles of diversity, equity, inclusion, and human and social justice that undergird that mission.

ODEI operates under three DEI pillars including:

### **Climate and Culture**

The collective attitudes, beliefs, behaviors, and principles of faculty, staff, students, and administrators.

### **Professional Development, Education, and Awareness**

Advancing both formal and informal learning opportunities for administrators, faculty, staff, and students that use various modes of engagement to enhance knowledge, proficiency, skills, and effectiveness in implementing and practicing the principles and values of diversity, equity, and inclusion.

### **Accountability**

Taking responsibility and acting to identify and eliminate persistent patterns of inequity that impede our ability to fulfill our institutional mission.

To support these pillars, the Office of Diversity, Equity, and Inclusion offers collaborative learning opportunities geared to fuel discussions, engagement, and policies that promote social justice. These include:

- Truth, Racial Health, and Transformation
- National Diversity Week
- Book Club
- Identity, Inclusion, and Sense of Belonging
- Women in Leadership Mentoring Program

More information is available here: <https://diversity.emory.edu/programs-and-initiatives/index.html>

### **Students**

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:

- Students of Color Welcome focuses on introducing students of color to RACE, connecting them with other campus resources and one another.
- Heritage Programming Month celebrates the histories and heritages of all racial communities at Emory through monthly events and programming
- MORE Mentoring Program for first-year students of color pairs them with peer mentors for the entire academic year
- Graduate Student Writing Groups for students of color, LGBT students, and women students
- P2P Grad Connect is a peer-mentoring program that centers on the graduate experiences of students of color.
- 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

Emory’s Department of Belonging, Community, and Justice houses six identity spaces that provide programming and study space:

- Centro Latinx
- Emory Black Student Union
- Asian Student Center
- Center for Women
- Emory First (first-generation students)
- LGBT Life

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:

Emory First-Gen Identity space: In the newly launched identity spaces, Emory now has a dedicated space for first-generation students to socialize and host events for this identity. As with other spaces, the first-generation students were able to identify preferences for furnishing, and other things that were important for them to have in the space.

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.

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 the Department of Sociology, with Professor Tim Dowd as faculty advisor.

Emory FLIP-Graduate and Professional Students (FLIPGP) The EGFLIP is an organization 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 to alleviate some of the barriers they commonly encounter. The program involves peer, and alumni mentoring, specialized orientation programs, ongoing 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 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 with 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.

First Stem program: A pre-orientation program providing peer mentorship and connection to STEM opportunities and faculty among college students who identify as first-generation or are in identity groups underrepresented in STEM fields. Participating students are more likely to have higher GPAs, take part in research projects, and graduate with their intended STEM major. Our programming and support continue through the first year and extend into leadership opportunities across your four years at Emory. Students who qualify will receive an email invitation to participate.

<https://lead.emory.edu/transition-programs/pre-orientation-programs/ignite.html>

Empowering First - The Empowering First Community aims to provide an intentional residential and learning experience for first-generation college students, that builds on current resources and opportunities and works in tandem with offices, faculty, and staff who are committed to the success of Emory's diverse first-gen undergraduate student population. Students selected to be a part of this community will help to strengthen first-gen students' self-affirmation, sense of belonging, social capital, and community. Selected students will serve as student ambassadors, student advocates, peer mentors, and programmers for the Emory first-gen community. Participants will be supported by leadership development activities, community building events, and regular direct engagement with a Faculty Director, who is herself a first-gen graduate.

Emory also has an array of smaller events and additional services for First Generation Students including:

First Gen Welcome Event - hosted during Orientation - open to new incoming first-generation students and their families

Questbridge Welcome Event - usually in the fall semester - is a chance for students to meet other students over lunch - this past year it was hosted in the Student Center.

Senior Sendoff - a party and photo session for first-generation graduates

Cap and Gown/regalia - For first-generation or other limited-income students - Student Case Management & Intervention Services (SCMIS) works with the Office of Financial Aid - and for those that cannot afford to buy their caps and gowns, Emory pays for them.

Textbook Support- For first-generation or other limited-income students - Student Case Management & Intervention Services (SCMIS) works with the Office of Financial Aid - and for those that cannot afford to buy their textbooks, Emory pays for them.

### **Academic and Non-Academic Staff**

Emory has established a variety of Employee Resource Groups (open to both academic and non-academic staff) serving different affinity groups on campus. Employee Resource Groups (ERGs) are voluntary, employee-led groups established around common interests, purpose, and/or characteristics, typically underrepresented identities and their allies. These groups provide opportunities for:

- networking and social connection;
- enhancing community, engagement, and inclusion; and
- giving voice to marginalized or underrepresented communities.

Emory University currently has five ERGs:

- Emory Black Employee Network
- Emory Latinx Employee Resource Network
- Emory Pride Employee Network
- Emory Veterans Employee Network
- Emory Asian Pacific Islander/Desi Employee Network

## **Support for future academic staff**

**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 (MMUF) Program is funded by the Andrew W. Mellon Foundation and is one of the most distinguished national/international honors programs with a twenty-two-year history at Emory University. Its fundamental objective is to increase the number of underrepresented minority students (and others with a demonstrated commitment to eradicating racial disparities) who will pursue a Ph.D. degree in Mellon-approved fields in the arts and humanistic social sciences.

■ <https://mellonmays.emory.edu>

The NIH-funded Emory Initiative for Maximizing Student Development (IMSD) Program is a reflection of our commitment to increasing the diversity of the scientific workforce. As reflected by the Emory University Strategic Plan, we seek to “promote and celebrate diversity, build supportive infrastructure and spaces, provide competitive compensation programs, support interdisciplinary and collaborative activities, and nurture respect and accountability”. Thus, our goal is to nurture all students to become competitive applicants to, and successful graduates from, high-caliber Ph.D. programs in the biomedical and behavioral sciences.

■ <https://imsd.emory.edu>

The Visiting Fellows Program is the core program of the Johnson Institute. The program supports new PhDs, faculty members, and independent scholars with a distinguished record of research on questions that examine the origins, evolution, impact, and legacy of race, difference, and the modern quest for civil and human rights.

■ <https://jamesweldonjohnson.emory.edu/fellows-program/index.html>

## Optional Fields

**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:**

<https://belonging.emory.edu/index.html>

**Additional documentation to support the submission:**

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

Publicly accessible inventory of gender neutral bathrooms on campus: [http://www.lgbt.emory.edu/trans/bathrooms\\_facilities.html](http://www.lgbt.emory.edu/trans/bathrooms_facilities.html)

## Affordability and Access

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### Score

3.71 / 4.00

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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

Provide at least one of the following figures:

**Percentage of need met, on average, for students who were awarded any need-based aid :**

100.0

**Percentage of students graduating without student loan debt:**

68.0

**Percentage of entering students that are low-income:**

18.0

**Graduation/success rate for low-income students:**

93.0

# Optional Fields

## **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 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 needs of a student/family.

Once the student's need is determined, Emory fills that need with a grant or scholarship and a student job. Emory does not include loans as part of a student's need-based financial aid package. Emory Advantage is Emory's need-based loan replacement program for all students with need-based aid.

In addition, Emory is a partner of the QuestBridge program, a national school-to-selective college program that helps Emory 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 80 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:**

Emory University offers Veterans Education Benefits for prospective students who served or are currently serving in the United States armed forces. This program allows students to use their VA Benefits at many of Emory's schools. The Yellow Ribbon program is an additional amount of funding for qualified Chapter 33 Post 9/11 GI Bill ® recipients which is used for any remaining mandatory tuition and fee costs once the annual maximum Chapter 33 Post 9/11 GI Bill ® funding has been exceeded.

source: <https://registrar.emory.edu/registration/veterans-education-benefits/index.html>

ARCHE Cross Registration is a program developed and sponsored by the Atlanta Regional Council for Higher Education. The program allows students at member institutions to broaden their academic experience by registering for courses at other member colleges and universities.

source:

<https://registrar.emory.edu/registration/cross-registration/index.html>

## **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:**

39.0

## **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:**

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

Data were current at the time of submission.

# Investment & Finance

**Points Earned** 2.13

**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.

<b>Credit</b>			<b>Points</b>										
Committee on Investor Responsibility	0.00 / 2.00												
	2.13 / 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></th> <th style="text-align: center;"><b>Total value of the investment pool (US/ Canadian dollars)</b></th> <th style="text-align: center;"><b>Total points available for the credit</b></th> </tr> </thead> <tbody> <tr> <td rowspan="3">Sustainable Investment</td> <td style="text-align: center;">\$1 billion or more</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">\$500 - 999 million</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">Less than \$500 million</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>				<b>Total value of the investment pool (US/ Canadian dollars)</b>	<b>Total points available for the credit</b>	Sustainable Investment	\$1 billion or more	5	\$500 - 999 million	4	Less than \$500 million	3
	<b>Total value of the investment pool (US/ Canadian dollars)</b>	<b>Total points available for the credit</b>											
Sustainable Investment	\$1 billion or more	5											
	\$500 - 999 million	4											
	Less than \$500 million	3											
	Close												
Investment Disclosure	0.00 / 1.00												

## Committee on Investor Responsibility

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**Score**

0.00 / 2.00

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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"---" 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:**

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**Does the CIR include academic staff representation?:**

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**Does the CIR include non-academic staff representation?:**

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**Does the CIR include student representation?:**

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**Members of the CIR, including affiliations and role:**

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None

**Examples of CIR actions during the previous three years:**



## Optional Fields

**Website URL where information about the institution's committee on investor responsibility is available:**

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**Additional documentation to support the submission:**

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

All data reported in this section are from September 2022-August 2023.

## Sustainable Investment

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### Score

2.13 / 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	Cyrus Bhedwar Director Office of Sustainability Initiatives
\$1 billion or more	5	
\$500 - 999 million	4	
Less than \$500 million	3	

[Close](#)

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### 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.

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

# Part 1. Positive sustainability investment

**Total value of the investment pool:**

9,900,000,000.0

**Value of holdings in each of the following categories:**

	Value of holdings
Sustainable industries (e.g., renewable energy or sustainable forestry)	53,000,000.0
Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy)	0.0
Sustainability investment funds (e.g., a renewable energy or impact investment fund)	0.0
Community development financial institutions (CDFIs) or the equivalent	0.0
Socially responsible mutual funds with positive screens (or the equivalent)	0.0
Green revolving funds funded from the endowment	0.0

If any of the above is greater than zero, provide:

**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:**

0.5353535353535354

## **Part 2. Investor engagement**

## **Sustainable investment policy**

### **Does the institution have a publicly available sustainable investment policy?:**

Yes

None

### **A copy of the sustainable investment policy:**

[Emory\\_Investment\\_Management\\_ESG\\_Policy\\_6.7.19.pdf](#)

None

### **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."

None

### **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:**

EIM's investment process actively incorporates ESG considerations in external managers 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 before investing, to ensure alignment of interests. EIM selects external investment managers based on investment ability, judgment, 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.

## **Proxy voting**

**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

None

**A copy of the proxy voting guidelines or proxy record:**

---

None

**A brief description of how managers are adhering to proxy voting guidelines:**

Our SMAs 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 on 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 consider ESG issues where applicable, while still looking to maximize shareholder value.

## **Shareholder resolutions**

**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

## **Divestment efforts and negative screens**

### **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:**

Due to the preferences and policies of Emory Investment Management, Emory has never been invested in fossil fuels or other harmful businesses, so cannot divest from them.

Emory's 2015-2025 Sustainability Vision and Strategic Plan, an enterprise-wide document that was reviewed and approved by the administration at the time states that:

- "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."
- The negative screen is based on Fossil Free Funds "[Carbon Underground 200](#)"

The Executive Committee of the Board of Trustees chose to include language about the potential for future divestment in the ESG Framework developed in 2014 (attached in the Reporting Tool). The language states:

- "On September 24, 2014, the Executive Committee of Emory University indicated that in extraordinary circumstances, the trustees may determine that direct financial investment in particular companies that associate Emory with actions or positions that violate the university's most deeply held values and should be avoided, regardless of potential financial return. In such instances, divestment from those particular companies may be necessary to separate the Emory community from the morally abhorrent activity of the company or companies in question. Those circumstances are:
  - The existence of a moral evil that generates substantial social harm, such as genocide, apartheid, slavery, or systematic cruelty to children;
  - The identification of a specific company or companies, rather than entire industries, as engaging in or supporting morally evil activity;
  - The clear connection of the identified company or companies with the moral evil;
  - The support for divestment from the identified companies by a broad consensus of the Emory community as demonstrated by an engaged and thoughtful deliberation."

### **Approximate percentage of endowment that the divestment effort and/or negative screens apply to:**

8.51

## **Investor networks**

**Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:**

Yes

None

**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.

## Optional Fields

**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:**

All data reported in this section are from September 2022-August 2023.

NOTE: 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

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**Score**  
0.00 / 1.00

**Responsible Party**  
**Cyrus Bhedwar**  
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

None

### **A copy of the investment holdings snapshot:**

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### **Website URL where the investment holdings snapshot is publicly available:**

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### **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

## Optional Fields

**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 Earned** 2.50

**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.

<b>Credit</b>	<b>Points</b>
Employee Compensation	0.00 / 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

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Score	Responsible Party
0.00 / 3.00	<b>Cyrus Bhedwar</b> 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

## **Part 1. Living wage for employees**

**The local living wage (based on a family of four and expressed as an hourly wage):**  
27.75

**Percentage of employees that receive a living wage (benefits excluded):**  
74.5

## Part 2. Living wage for employees of contractors

**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.

For this report, Emory was able to collect data on all contracted employees except the bookstore and custodial workers at the Emory Clinic.

**Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):**

31.74

## Part 3. Minimum total compensation for employees

**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:**

\$17.54/hour entry-level wage plus a benefits package that includes medical benefits, basic life insurance, a 403(b) retirement contribution, and eligibility for payroll deduction of 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 the benefits given.

## Optional Fields

**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 University does not have a policy for providing 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 \$17.54.

**Website URL where information about employee compensation is available:**

<http://www.hr.emory.edu/eu/pay/comppolicies.html>

**Additional documentation to support the submission:**

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

All data reported in this section were accurate as of August 2023.

## Assessing Employee Satisfaction

---

**Score**  
1.00 / 1.00

**Responsible Party**  
**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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:**

100.0

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

#### Emory University

Rather than one single employee satisfaction survey, Emory University has utilized a variety of different surveys that target more program-specific engagement and satisfaction information from employees. These include:

**The COACHE Survey:** COACHE (Collaborative on Academic Careers in Higher Education) is a collaboration of colleges and universities committed to gathering the peer diagnostic and comparative data academic administrators need to recruit, retain, and support faculty members who are critical to the long-term future of their institutions. The COACHE Faculty Satisfaction Survey covers every aspect of a faculty member's academic life, including facilities and work resources, opportunities for interdisciplinary work, mentoring and recognition, and a range of university policies related to benefits, promotion, and governance. COACHE survey results influence action plans to improve the faculty experience at Emory. The COACHE survey was first launched in 2020 and launched again in the spring of 2023.

**Campus Climate Survey:** The National Assessment of Collegiate Campus Climates (NACCC) is a national survey administered at the University of Southern California (USC) by the USC Race and Equity Center that seeks to assess the campus climate for students, faculty, and staff around racial diversity, equity, and inclusion. Emory partnered with NACCC in the fall of 2021 to administer a campus-wide survey for undergraduate students, graduate and professional students, and full-time faculty and staff. In spring 2022, Emory followed up with a survey of part-time faculty and staff.

NACCC has provided Emory with executive reports and benchmarked the undergraduate student data to other participating institutions.

**Child Care Survey:** The issue of affordable and accessible childcare is a national concern that affects many of Emory University's faculty and staff. To better understand the diverse childcare needs, the Fringe Benefits Committee of the University Senate worked with the Goizueta Business School MBA program and Emory HR, to conduct a survey. This survey was sent to all benefits-eligible, University faculty and staff and also included questions about satisfaction with overall benefits offerings of the University.

**Wellness Program Surveys:** Participants in our wellness initiatives and challenges are surveyed for their engagement level and satisfaction with each major program. Initiatives such as the Move More (Fitbit physical activity challenge), Operation: Eat Right (nutrition challenge), and Refresh from Stress are just a few examples.

**Awards & Recognition Program Surveys:** All employees receiving milestone anniversary gifts and recognition are asked to provide feedback through a survey collection tool implemented by our vendor partner, O.C. Tanner. In addition to questions about the awards and gift selection, several questions also address overall employee satisfaction and engagement.

**Exit Surveys:** All employees leaving Emory are encouraged to participate in an exit survey. The survey asks about their reasons for leaving the university, their overall satisfaction and experience while working at Emory, their relationship with their leaders, and more. The data is assessed regularly by HR leaders on campus to determine what improvements to make to address retention and improve the overall employee experience.

**Public Safety Survey:** To help foster a safe and inclusive campus for everyone, Emory's Public Safety Department issues an annual survey on campus safety. Emory's Office of Institutional Research & Decision Support administers the survey independently. All responses are confidential, and participation is voluntary. Here are a few examples of how EPD has implemented survey feedback: EPD has invited Emory students, faculty, and staff to participate in hiring and promotion assessments; EPD launched a diverse Community Partnership advisory group to address key issues such as data and metrics, emergency response communications, and accreditation. The partnership includes Emory students, faculty, staff, and community members; and EPD expanded departmental training to include Resilience, Duty to Intervene, Procedural Justice, and Civil Rights.

### **Emory Healthcare**

Partner with Press Ganey (vendor) to survey Staff & Providers once a year. In the past two years, we've also conducted Pulse surveys quarterly to assess employee satisfaction for our staff (no providers).

## **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:**

### **Emory University**

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 can 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.

### **Emory Healthcare**

Our Operating Units will work with lower-performing work groups and create an action plan to increase employee engagement. We also set goals at the Operating Unit level and incentive plans are created with leaders where they're being held accountable for their scores in the engagement scores.



## Optional Fields

**Website URL where information about the employee satisfaction and engagement evaluation is available:**

<http://WWW.PRESSGANEY.COM>

**Additional documentation to support the submission:**

---

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

All data reported in this section are from September 2022-August 2023.

## Wellness Program

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Score	Responsible Party
1.00 / 1.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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## 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

# Part 1. Wellness program

**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 several 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 the Office of Health Promotion. <http://studenthealth.emory.edu/>

Emory University's Faculty Staff Assistance Program (FSAP) provides free and confidential services to promote emotional, behavioral, and workplace health. These services are available to benefit eligible faculty, staff, physicians, and their families aged 11 and above. FSAP offers programs and resources delivered by licensed mental health professionals, both virtually and in person, tailored for individuals and work teams. Through a holistic service delivery model, FSAP supports collaboration and community while enhancing personal and professional well-being. [www.fsap.emory.edu](http://www.fsap.emory.edu)

Faculty and staff also have access to services offered by the Health & Well-being team within Central HR Administration. These services are provided under the "Healthy Emory" brand to support and promote efforts to live healthily. Emory offers a wide variety of programs, resources, and services. The Healthy Emory initiative was established to improve employee health and well-being in nutrition, physical activity, stress management, restorative sleep, social connection, and tobacco avoidance. More information can be found here: <https://www.hr.emory.edu/eu/wellness/index.html>

Additionally, Emory University offers an exceptional benefits program to help meet the diverse needs of our employees. The benefits provide employees with important financial protection when they need it the most. Emory pays the full cost of basic life insurance and long-term disability coverage and contributes to the 403(b) retirement plan. Emory also offers a variety of other benefits, including tuition reimbursement, employee discounts, and more. In addition to employer-provided benefits, eligible employees may enroll in optional benefits, including medical, dental, vision, supplemental life insurance, accidental death and dismemberment, disability, flexible spending accounts, and retirement plans. For the most current information, visit the HR website at <https://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) the promotion of walking and biking (to improve health and reduce automobile & elevator use) and (2) the promotion of produce consumption. Through 2022, the assistant vice president, of 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 Advisory Committee since 2014. These leaders' cross-collaborations have facilitated a strong, ongoing partnership with common goals and objectives.

Healthy Emory Connect (Sharecare) is Emory's personalized web platform and mobile app that helps participants track healthy habits. In addition to improving their overall health, Emory University and

Emory Healthcare employees and their eligible spouses can earn HRA /HSA medical plan incentives and rewards when participating in various health and well-being campaigns and activities through Healthy Emory Connect (Sharecare). These activities are provided annually and are free, voluntary, and confidential. Activities run from January 1 to November 15. <https://hr.emory.edu/eu/wellness/healthy-emory-connect/index.html>

Operation Eat Right is an annual nutrition education campaign by Healthy Emory Connect (Sharecare) that empowers employees to achieve balanced nutrition. Participants engage in various activities to learn practical strategies for balanced nutrition and can earn incentives and rewards through the medical plan's well-being program. A key campaign component is the Healthy Plate Challenge, which promotes a well-rounded nutrition plan emphasizing fruits, vegetables, healthy fats, whole grains, and lean proteins. Participants are encouraged to focus on whole foods while limiting added sugars, saturated fats, and sodium consumption. The challenge involves committing to consuming a balanced meal daily for at least 21 days within six weeks. Participants track their meals using the Healthy Emory Connect (Sharecare) nutrition tracker. Additional support resources include promoting The Emory Farmers Market, Community Supported Agriculture (CSA), and Eat Right Atlanta initiatives. <https://hr.emory.edu/eu/wellness/healthy-eating-weight/index.html>

## Part 2. Smoke-free environments

**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>

## Optional Fields

**Website URL where information about the institution's wellness programs is available:**

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**Additional documentation to support the submission:**

---

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

All data reported in this section are current at the time of submission.

## Workplace Health and Safety

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Score	Responsible Party
0.50 / 2.00	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

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### 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

# Part 1. Health and safety management system

**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

If no, provide:

**A brief description of the key components of the custom OHSMS:**

---

## Part 2. Incidents per FTE employee

**Annual number of recordable incidents of work-related injury or ill health:**

755.0

**Full-time equivalent of employees:**

17,864.0

If the institution wishes to report on other on-site workers, provide:

**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 reviews and then follows 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 that 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:**

4.2263770712046576

## Optional Fields

**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:**

Occupational Safety and Health Programs to reduce work-related injuries and illnesses can be found at <http://ehso.emory.edu>

Information for reporting and management of work-related injuries and illnesses can be found at <https://hr.emory.edu/eu/wellness/occupational-injury-management/index.html>

All data reported in this section are from September 2022-August 2023.

# Innovation & Leadership

## Innovation & Leadership

**Points Earned** 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.

<b>Credit</b>	<b>Points</b>
Diversity and Equity Recognition	0.50 / 0.50
External Reporting Assurance	0.50 / 0.50
Green Laboratory Program	0.50 / 0.50
Sustainability Office Diversity Program	0.50 / 0.50
Sustainability Projects Fund	0.50 / 0.50
Voter Education and Support	0.50 / 0.50
Innovation B	0.50 / 0.50
Innovation C	0.50 / 0.50

## Diversity and Equity Recognition

---

Score	Responsible Party
0.50 / 0.50	<b>Cyrus Bhedwar</b> Director Office of Sustainability Initiatives

---

### Criteria

Institution has been formally recognized for leadership in diversity, equity, and/or inclusion during the previous three years by.

- [Athena SWAN Charter](#) (Advance HE)
  - [Award for Diversity and Inclusion](#) (NCAA and MOAA)
  - [Canada's Best Diversity Employers](#)
  - [Diversity Champion](#) (INSIGHT Into Diversity magazine)
  - [Diversity Index](#) of 0.70 or higher (U.S. News)
  - [Inclusion Cultivates Excellence Award](#) (CUPA-HR)
  - [Institutional Excellence Award](#) (National Association of Diversity Officers in Higher Education)
  - [Race Equality Charter](#) (Advance HE)
  - An equivalent national or international third party recognition program for leadership in diversity, equity, and/or inclusion approved by AASHE
- 

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

### **Has the institution been formally recognized for leadership in diversity, equity, and/or inclusion during the previous three years by a national or international program? :**

Yes

### **A brief description of the diversity, equity, and/or inclusion recognition:**

Emory University was named a [2022 recipient of the Higher Education Excellence in Diversity \(HEED\) Award](#), a national honor recognizing colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. The awards are given by INSIGHT into Diversity Magazine, the oldest and largest diversity-focused publication in higher education, based on an in-depth application process.

Emory was also the recipient of Insight into Diversity's [Jesse L. Moore Supplier Diversity Award](#). The university also received the Georgia Minority Supplier Development Council's [George Lottier Rising Star Award](#) for 2021.

### **Documentation affirming the diversity, equity, and/or inclusion recognition:**

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### **Website URL where documentation affirming the diversity, equity, and/or inclusion recognition is available:**

[https://news.emory.edu/stories/2022/09/er\\_HEED\\_diversity\\_award\\_15-09-2022/story.html](https://news.emory.edu/stories/2022/09/er_HEED_diversity_award_15-09-2022/story.html)

## Optional Fields

**Additional documentation to support the submission:**

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

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## External Reporting Assurance

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**Score**

0.50 / 0.50

**Responsible Party**

**Taylor Spicer**  
Assistant Director  
Office of Sustainability Initiatives

---

**Criteria**

Institution's STARS assurance process (as documented in the Reporting Assurance credit) includes an external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

---

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

**Did the assurance process for the institution's current STARS submission include an external audit?:**

Yes

**Is the external audit fully documented in the Reporting Assurance credit?:**

Yes

## Optional Fields

**Additional documentation to support the submission:**

[Reporting\\_Assurance\\_Letter\\_Emory\\_2024.pdf](#)

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

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## Green Laboratory Program

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### Score

0.50 / 0.50

### Responsible Party

**Cyrus Bhedwar**  
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.

Information on recent year's Incentives Fund award winners, including Green Labs, can be found here: [https://news.emory.edu/stories/2022/11/er\\_creative\\_sustainability\\_grants\\_30-11-2022/story.html](https://news.emory.edu/stories/2022/11/er_creative_sustainability_grants_30-11-2022/story.html)

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  $-80^{\circ}\text{C}$  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 reuse by another lab or to recycle.

### CHEMICALS

In our lab, we . . .

Find alternative solutions to radioactive materials when possible.

Review our chemical inventory before 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 listserv, 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 participate in Emory's Sustainability Pledge.

#### INNOVATION

In our lab, we . . .

Encourage innovative ideas from our employees regarding office-wide sustainability initiatives.

In 2023, Emory also participated in the Lab Freezer Challenge, and documented the participation of one lab to begin motivating others to participate: <https://www.youtube.com/watch?v=FH4I7QFPzT8>

**Website URL where information about the green laboratory program is available:**

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

## Optional Fields

**Additional documentation to support the submission:**

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

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## Sustainability Office Diversity Program

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**Score**

0.50 / 0.50

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### Criteria

Institution has a sustainability office that is intentionally advancing diversity, equity, and inclusion (DEI) in its work, as indicated by three or more of the following.

The institution's sustainability office (or equivalent institution-wide coordinating body):

- Has an initiative specifically designed to recruit sustainability employees (including student workers/ interns) from underrepresented groups (above and beyond institution-wide DEI and equal opportunity employment efforts).
  - Ensures that sustainability employees complete DEI training (e.g., anti-oppression, anti-racism, and/or social inclusion trainings).
  - Regularly collaborates on events, projects, or initiatives with the institution's DEI office/program and/or organizations that support underrepresented groups on campus.
  - Includes (or manages a sustainability oversight/coordinating committee that includes) at least one individual with formal DEI and/or environmental or social justice responsibilities (e.g., as documented in a job description).
- 

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

### **Does the sustainability office have initiatives specifically designed to recruit sustainability employees from underrepresented groups?:**

Yes

### **A brief description of the initiatives specifically designed to recruit sustainability employees from underrepresented groups:**

The Office of Sustainability Initiatives at Emory has made its opportunities accessible to all students on campus by enrolling in hiring programs, such as the Federal Work-Study Program, the Rollins Earn and Learn program in the public health school, and the Ethics & Servant Leadership Program in the Center for Ethics. The office posts jobs on all campus recruiting sites and in ways that students seeking roles will find them. The Office generally posts about job opportunities and promotes them at campus student events. The office adopted email interviews as a part of the interview process following a recommendation from a former intern and current environmental justice professional. The format helps students who may not have formal interview experience have another medium to identify how their experiences and identity make them assets for campus sustainability work. When hiring for full-time positions, the office wanted to post opportunities to groups, such as Diversity in Sustainability, but could not meet the group's standards for pay transparency due to university policy restricting departments from publicly posting compensation.

The Office has also created a Fellowship currently comprised of three full-time positions staffed by recent graduates, and designed to enable young professionals from underrepresented backgrounds in sustainability an opportunity to launch their career. In 2022, OSI hired its first cohort of Fellows including (2) Sustainability and Social Justice Fellows (SSJ) and (1) Climate Solutions Fellow. Both SSJs were female and POC and contributed to OSI's further integration of social justice issues in its work

through both formal activities and informal conversations and perspective sharing. More at: <https://sustainability.emory.edu/get-involved/internships-and-sustainable-careers/>

**Does the sustainability office ensure that sustainability employees complete DEI training?:**

Yes

**A brief description of the DEI trainings for sustainability employees:**

The Office of Sustainability Initiatives incorporated the institution's available training into its required onboarding tasks. All Fellows and staff complete the "Managing Bias" and "Diversity in the Workplace" online training. Some staff have also completed the "Safe Space" training offered through the Office of LGBT Life. Throughout the 2022-2023 academic year, Emory, Princeton, and MIT's sustainability staff hired a DEI consultant, Running Grass of the Three Circles Center, to facilitate a series of environmental justice training sessions to help the teams work together to identify strategies for work at the intersection of sustainability and DEI in strategic, operational, programmatic, and individual ways.

**Does the sustainability office regularly collaborate on events, projects, or initiatives with the institution's DEI office/program and/or organizations that support underrepresented groups on campus?:**

Yes

**A brief description of events, projects, or initiatives during the previous year developed in collaboration with the DEI office/program and/or organizations that support underrepresented groups on campus:**

The Office of Sustainability Initiatives (OSI) staff worked as members of multiple committees led by DEI staff and faculty. Emory's Associate Vice President of Resilience, Sustainability, and Economic Inclusion co-chaired the "civic and community partners" that gathered insights and recommended goals and strategies for the institutional DEI strategic plan. OSI staff also served on the "Indigenous Language Path" working group of the "Task Force on Untold Stories and Disenfranchised Populations." OSI staff also served on the "Campus Planning and Physical Accessibility Committee" overseen by staff in the Office of Diversity, Equity, and Inclusion.

**Does the sustainability office or committee include at least one individual with formal DEI and/or environmental or social justice responsibilities?:**

Yes

**Documentation of the formal DEI and/or environmental or social justice responsibilities:**

Job descriptions for the Sustainability and Social Justice Fellows, who are full-time staff that are recent graduates of undergraduate or graduate programs, are attached and describe specific responsibilities.

## Optional Fields

**Website URL where information about the initiatives to advance DEI within the sustainability program is available:**

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**Additional documentation to support the submission:**

[Sustainability\\_and\\_Social\\_Justice\\_Fellow.pdf](#)

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

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## Sustainability Projects Fund

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**Score**

0.50 / 0.50

**Responsible Party**

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.

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"---" 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:**

2,007.0

### **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 that may be used for supplies, equipment, materials, publicity, and travel costs for more sustainable practices in campus spaces.

### **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.

## Optional Fields

**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:**

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

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## Voter Education and Support

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### Score

0.50 / 0.50

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### 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.)	Yes
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:

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### Website URL where information affirming the institution's recognition for voter education and support is available:

[https://news.emory.edu/stories/2023/04/er\\_voter\\_friendly\\_campus\\_05-04-2023/story.html](https://news.emory.edu/stories/2023/04/er_voter_friendly_campus_05-04-2023/story.html)

# Optional Fields

## **Additional documentation to support the submission:**

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

<https://voterfriendlycampus.org/campus-designees-2022/>

<https://allinchallenge.org/campuses/emory-university/>

## Innovation B

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### Score

0.50 / 0.50

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

### **Name or title of the innovative policy, practice, program, or outcome:**

Anaerobic Digester Prototype that Addresses Environmental Justice Issues Connected to Urban Waste Sites

### **A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

Emory University received \$298,502 from the Environmental Protection Agency (EPA) to design a prototype to show how to design anaerobic digestion that eliminates environmental justice concerns while demonstrating a solution for increasing anaerobic digestion of food waste that can be replicated by universities, corporations, local communities, and governments. Emory's best practices guide addresses environmental justice concerns including odor, noise, air quality, and water quality.

The University centered the historical and current environmental injustices of waste sites across the United States in the development of an urban anaerobic digester design. The project team hosted an international, two-day workshop to exchange solutions and ideas for policy, technology, and

environmental justice aspects of anaerobic digestion. The Emory team put forth a different set of guidance for siting waste management operations in urban settings that minimizes concerns, such as odor, noise, and pollution of air and water.

## Optional Fields

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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

<https://sustainability.emory.edu/emory-awarded-epa-grant-for-exploration-of-on-campus-system-for-food-waste-processing-and-renewable-energy-generation/>

**Additional documentation to support the submission:**

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

The announcement fell within the reporting period of this STARS submission.

## Innovation C

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### Score

0.50 / 0.50

### Responsible Party

**Cyrus Bhedwar**  
Director  
Office of Sustainability Initiatives

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### Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

### **Name or title of the innovative policy, practice, program, or outcome:**

Integrating Arts and Mental Wellbeing into Development of Second Nature's Climate Commitment

### **A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

In October 2021, Emory's President signed Second Nature's Climate Commitment following mobilization by Emory students. Emory University continues to meet the Commitment requirements by annually tracking greenhouse gas emissions and adopting a climate action plan. The University innovated its climate action planning process, which became the most inclusive in Emory's history and led to the development of various supplemental products addressing climate change and mental health, art and hope, and more.

Emory's approach to creating a new climate action plan engaged campus and community members through multiple, in-person and virtual sessions hosted in different locations on campus to increase

accessibility. Community members were also engaged as members of the Climate Action Task Force, overseeing the planning process, and participating in the campus-community resilience assessment workshop facilitated by The Nature Conservancy. The Climate Action Plan also acknowledges the holistic people at and connected to Emory experiencing a changing climate and offers expression through art and compiles supportive, well-being resources.

In addition to the Plan itself, Emory's Office of Sustainability Initiatives developed supplemental materials including the following.

**The Climate Anxiety Addendum** provides information and resources for Emory community members who may be struggling with the impacts of climate change on their well-being and mental health. (<https://sustainability.emory.edu/the-climate-anxiety-addendum/>)

**The Climate Arts Addendum** compiles climate-related artwork created by the Emory community throughout 2023. (<https://sustainability.emory.edu/initiatives/artaddendum/>)

**The Community Conversations Analysis Addendum** explores the data gathered during OSI's Community Conversations public input sessions to build trust with the community by showing them how their input was translated into the final CAP (<https://sustainability.emory.edu/community-conversations-analysis-addendum/>)

These supplements expanded the number of community members who participated or drew value from the development of the 2023 Climate Action Plan and provided additional means of engaging with this important topic.

## Optional Fields

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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

<https://sustainability.emory.edu/emorys-2023-climate-action-plan/>

**Additional documentation to support the submission:**

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

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