



# Florida Gulf Coast University

The following information was submitted through the [STARS Reporting Tool](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

# Education & Research

## Co-Curricular Education

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

<b>Credit</b>
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

# Student Sustainability Educators Program

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

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

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

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

12047

## Program name (1st program) :

Green Team

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

3292

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

The Green Team is a committee within the Office of Housing and Residence Life that promotes sustainability in both housing and the Florida Gulf Coast University at large. Green Team consists of students, faculty and staff who have an interest in “green” initiatives, collaborating to create policies, events and promotional material with the intention of informing the campus community about local and global ecological concerns. Each year, the Green team hosts a number of events, including: Green Eagle Festival, LIGHTS OUT for Earth Hour, and a variety of service learning projects.

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

The Green Team is a committee within the Office of Housing and Residence Life that promotes sustainability in both housing and the Florida Gulf Coast University at large. Green Team consists of students, faculty and staff who have an interest in “green” initiatives, collaborating to create policies, events and promotional material with the intention of informing the campus community about local and global ecological concerns. Each year, the Green team hosts a number of events, including: Green Eagle Festival, LIGHTS OUT for Earth Hour, and a variety of service learning projects.

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

A Resident Director is appointed as chairperson of the Green Team Committee. The committee then decides what initiatives to focus on in instructing residents. Education occurs through formal and informal channels, from informational flyers to group events.

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

The Housing Green Team is a housing initiative to share sustainability concepts. A Resident Director is given a collateral assignment to lead the sustainability members of the Green Team which consists of students, staff and sometimes faculty. Student members are not appointed, but merely volunteer to participate. All who express interest are welcome, as there not have a cap for the number of our committee members. All events are paid for out of the housing budgets. Any collaboration with other organizations and departments is requested as necessary.

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

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

Director of Environmental Initiatives, Student Government Executive Branch

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

12047

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

Student Government has requested that the Environmental Health & Safety Sustainability Coordinator mentor this position. This position is paid a stipend of \$2500.00. Student government allocates over \$10,000.00 per year for various outreach events including Earth Day, Active Lifestyles for Healthy Adults (ALOHA) Week, Recyclemania, and speakers such as Julia Butterfly Hill and Fabien Cousteau.

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

The Student Government Director of Environmental Initiatives position is hired by the Student Government Executive Branch.

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

The student hired as the Director of Environmental Initiatives is expected to have a sustainability related major. In addition to their coursework, they work closely with Environmental Health & Safety's Sustainability Coordinator and have a seat on the University's Planning and Budget Council Environmental Sustainability Committee. Additional training comes from opportunities such as the Sierra Student Coalition's in-person comprehensive training for college-aged youth (Sprogs) and conferences such as Power Shift.

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

Student Government has requested that the Environmental Health & Safety Sustainability Coordinator mentor this position. This position pays a stipend of \$2500.00. Student government allocates over \$10,000.00 per year for various outreach events including Earth Day, Active Lifestyles for Healthy Adults (ALOHA) Week, Recyclemania, and speakers such as Julia Butterfly Hill and Fabien Cousteau.

**The website URL for 2nd program :**

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**Program name (3rd program) :**

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

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

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

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

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

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**The website URL for 3rd program :**

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**Program name (All other programs) :**

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

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

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

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

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

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**The website URL for all other programs :**

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# Student Sustainability Outreach Campaign

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

- Increased awareness
  - Additional members of a mailing list or group
- 

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

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

Yes

**The name of the campaign(s) :**

RecycleMania

**A brief description of the campaign(s) :**

“RecycleMania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Over a 10-week period, schools report recycling and trash data which are then ranked according to who collects the largest amount of recyclables per capita, the largest amount of total recyclables, the least amount of trash per capita, or have the highest recycling rate. With each week’s reports and rankings, participating schools watch how their results fluctuate against other schools and use this to rally their campus communities to reduce and recycle more.”

RecycleMania is entirely student run being organized and managed by the Student Government's Executive Cabinet Director of Environmental Initiatives with a host of student volunteers.

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

FGCU participated in RecycleMania for the first time in 2010 and placed 64th out of 264 with a cumulative recycling rate of 34.45%.

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

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

# Sustainability in New Student Orientation

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

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

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

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

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

Yes

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

Presentations are given on the graduation requirements for The University Colloquium: A Sustainable Future course that all students must take, as well as presentations on Service Learning requirements and opportunities and are briefed on campus wildlife.

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

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# Sustainability Outreach and Publications

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - A vehicle to publish and disseminate student research on sustainability
  - Building signage that highlights green building features
  - Food service area signage and/or brochures that include information about sustainable food systems
  - Signage on the grounds about sustainable groundskeeping strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - A guide for green living and incorporating sustainability into the residential experience
  - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
  - Other
- 

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

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

Yes

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

Environmental Health and Safety collects information and initiatives from colleges and departments to showcase and report on through its website.

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

<http://www.fgcu.edu/EHS/index.html>

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

No

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

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

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

Yes

**A brief description of the vehicle to publish and disseminate student research on sustainability :**

Faculty Senate Grants and Research Team and the Office of Research and Sponsored Programs hosts an Annual Research Day. A student poster competition and general viewing opportunity highlights student research activities.

**The website URL for the vehicle to publish and disseminate student research on sustainability :**

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

Yes

**A brief description of building signage that highlights green building features :**

Building signage has started with our first academic building built to LEED standards. This LEED platinum building has signs demonstrating the sustainable practices both inside the building as well as outside.

Our campus solar field also may be monitored with real-time information on the electricity that it produces.

**The website URL for building signage that highlights green building features :**

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

Yes

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

Dining Services has a "Make Your Mark" flyer outlining the various sustainable efforts of dining services on campus, which include trayless dining, EnergyStar procurement policy for equipment, discounts for reusable cups/mugs, local and regional food sourcing, etc.

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

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

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

No

**A brief description of signage on the grounds about sustainable grounds-keeping strategies employed :**

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

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

No

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

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**The website URL of the sustainability walking map or tour :**

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

Yes

**A brief description of the guide for commuters about how to use alternative methods of transportation :**

Information and links regarding transportation options are found on FGCU's Department of Environmental Health and Safety's Website.

**The website URL for the guide for commuters about how to use alternative methods of transportation :**

<http://www.fgcu.edu/EHS/Transportation.html>

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

Yes

**A brief description of the guide for green living and incorporating sustainability into the residential experience :**

The FGCU Housing Program distributes a green guide

[http://www.fgcu.edu/Housing/PDFs/NLV\\_Apt\\_Living\\_Publication.pdf](http://www.fgcu.edu/Housing/PDFs/NLV_Apt_Living_Publication.pdf)

and has published a guide for its residents on how to recycle

[http://www.fgcu.edu/Housing/PDFs/North\\_Lake\\_Village\\_Recycling\\_Center\\_Users\\_Guide\\_1\\_08\\_07.pdf](http://www.fgcu.edu/Housing/PDFs/North_Lake_Village_Recycling_Center_Users_Guide_1_08_07.pdf)

**The website URL for the guide for green living and incorporating sustainability into the residential experience :**

[http://www.fgcu.edu/Housing/PDFs/NLV\\_Apt\\_Living\\_Publication.pdf](http://www.fgcu.edu/Housing/PDFs/NLV_Apt_Living_Publication.pdf)

**Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)? :**

No

**A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat :**

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**The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat :**

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

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Yes

**A brief description of this material :**

The campus collects campus sustainability initiatives for publication in a booklet titled, "FGCU and Environmental Stewardship".

**The website URL for this material :**

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

Yes

**A brief description of this material :**

The Center for Environmental and Sustainability Education sends quarterly newsletter e-mails to stakeholders with information on recent Center activity, upcoming events, and other news from FGCU.

**The website URL for this material :**

<http://www.fgcu.edu/CESE/Quarterly.html>

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

Yes

**A brief description of this material :**

The Center for Environmental and Sustainability Education produces a variety of sustainability publications, including "Works Toward Realizing the Dream: Five Years of Scholarship, Education, and Action at the Center for Environmental and Sustainability Education."

The Center Five Year Report is a summary of the Center's five years of activity and a statement of our prospective activities for the years to come. It was designed and published in collaboration with graphic design company Alice Design in Maine. We created the report to give to our faithful supporters and stakeholders – and to new friends, donors, and foundations who may be interested in supporting our work. Much of the activity in the Five Year Report is a direct result of recommendations from our Board.

As part of the report, Nobel Laureate Wangari Maathai reflected on the Center's anniversary: "Activities that devastate the environment and societies continue unabated. Today we are faced with a challenge that calls for a shift in our thinking, so that humanity stops threatening its life-support system. We are called to assist the Earth to heal her wounds and in the process heal our own. The Center for Environmental and Sustainability Education at Florida Gulf Coast University is engaged in the shift to a sustainable future through its Earth Charter scholarly agenda. The Center's work in environmental education and social education points toward a better world."

**The website URL for this material :**

<http://www.fgcu.edu/CESE/files/FGCUbookletRealizingtheDream.pdf>

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

Yes

**A brief description of this material :**

"Earth Charter Affiliate Report for Florida Gulf Coast University Center for Environmental and Sustainability Education."

On February 20, 2009, FGCU President Wilson G. Bradshaw signed an official Affiliation Agreement with Earth Charter International in hopes that it might deepen the University's commitment to sustainability. This report documents the activity of the Center from the day FGCU became an official affiliate of the Earth Charter up until December 31, 2010. The Center shared this report with Earth Charter International. It will be updated annually as the Center continues to collaborate with administrators, faculty, staff, and students to explore how the Earth Charter can add additional meaning to FGCU's work in environmental sustainability.

**The website URL for this material :**

[http://www.fgcu.edu/CESE/files/FGCU\\_Earth\\_Charter\\_Affiliate\\_Report\\_final.docx](http://www.fgcu.edu/CESE/files/FGCU_Earth_Charter_Affiliate_Report_final.docx)

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

**material) :**

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**A brief description of this material :**

"This Sense of Awe and Wonder: The Rachel Carson Distinguished Lectures at the Center for Environmental and Sustainability Education."

**The website URL for this material :**

<http://www.fgcu.edu/CESE/files/SenseofAweAndWonder4web.pdf>

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

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**A brief description of this material :**

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**The website URL for this material :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (7th material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (8th material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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# Student Group

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

## Does the institution have an active student group focused on sustainability? :

Yes

## The name and a brief description of each student group :

Florida Gulf Coast University has several groups that focus on sustainability.

1) Student Action for a Greener Environment (SAGE) is a student branch of the Center for Environmental and Sustainability Education.

<http://www.fgcu.edu/CESE/sage.html>

2)Eco-Action - The primary purpose of this organization is to improve local ecosystems and encourage environmentally sustainable outdoor recreational activities. These goals shall be achieved through performing on and off campus clean-ups, political activism, planning or participating in educational activities that promote awareness of environmental issues, and hosting outdoor recreation trips.

3)FGCU Environmental Initiatives Network - This group is for any FGCU student and S.W. Florida community member who wants to be aware and up to date on campus-based environmental initiatives, campaigns, events, organizations, facts, and networking contacts. This group will also work to give students access to volunteering and internship possibilities in the area.

4)HazArt - HazArt's mission is to take all of the hazardous glaze waste materials from the Florida Gulf Coast University Ceramics Studio and fire it into beautiful, and even functional works of art.

5) Backyard Farmers (formerly called Permaculture Club) This group has been instrumental in lobbying for and planning the half acre food forest currently underway.

<http://fgcufoodforest.weebly.com/index.html>

6)Environmental Engineering Society enhances student opportunity for research and design, production of environmental-based technology, as well as advancement toward professional, career-based goals.

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

Florida Gulf Coast University has several groups that focus on sustainability.

1) Student Action for a Greener Environment (SAGE) is a student branch of the Center for Environmental and Sustainability Education.

<http://www.fgcu.edu/CESE/sage.html>

- 2)Eco-Action - The primary purpose of this organization is to improve local ecosystems and encourage environmentally sustainable outdoor recreational activities. These goals shall be achieved through performing on and off campus clean-ups, political activism, planning or participating in educational activities that promote awareness of environmental issues, and hosting outdoor recreation trips.
- 3)FGCU Environmental Initiatives Network - This group is for any FGCU student and S.W. Florida community member who wants to be aware and up to date on campus-based environmental initiatives, campaigns, events, organizations, facts, and networking contacts. This group will also work to give students access to volunteering and internship possibilities in the area.
- 4)HazArt - HazArt's mission is to take all of the hazardous glaze waste materials from the Florida Gulf Coast University Ceramics Studio and fire it into beautiful, and even functional works of art.
- 5) Backyard Farmers (formerly called Permaculture Club) This group has been instrumental in lobbying for and planning the half acre food forest currently underway.

<http://fgcufoodforest.weebly.com/index.html>

6)Environmental Engineering Society enhances student opportunity for research and design, production of environmental-based technology, as well as advancement toward professional, career-based goals.

**List other student groups that address sustainability :**

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**The website URL where information about student group(s) is available :**

<http://studentservices.fgcu.edu/StudentInvolvement/clubs.asp>

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

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

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

Yes

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

A student government senate bill to fund the creation of a campus food forest and compost site on FGCU's campus passed in March 2011. The bill stated that this garden site will be the first of its kind on a university campus in the United States. The Campus Garden plan was approved by Vice President of Administrative Services and Finance, Dr. Joseph Shepard. The plan includes a half-acre of land located between the Sugden Welcome Center and the Kleist Health Education Center to be used for the creation of the garden.

The total cost of the bill was \$108,206. The main costs of the garden include implementing an irrigation system, placing a fence around the boarder of the site, purchasing a water pump and gardening equipment, and laying walking paths.

The garden will include native and exotic species. The purposes of the garden include providing a valuable teaching tool and an additional avenue for students to complete service-learning hours on campus. A student who is a certified horticulture designer, created the design and the workplan for the garden with input from other students faculty and staff. This will be a self-sustaining garden, not be a conventional rowed garden.

Groundwork and earth moving are currently taking shape, and planting began Fall 2011.

### **The website URL where information about the garden is available :**

<http://fgcufoodforest.weebly.com/>

## Model Room in a Residence Hall

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

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

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

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

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## Themed Housing

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

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

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

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

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**The total number of residents in themed housing. :**

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## Sustainable Enterprise

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

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

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**A brief description of the enterprise :**

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**The website URL where information about the sustainable enterprise is available :**

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# Sustainability Events

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience? :**

Yes

**A brief description of the event(s) :**

FGCU holds multiple sustainability events on campus that have students as its primary audience.

Florida Gulf Coast University holds an annual Sustainability Week early each fall to give an orientation of environmental practices, education, and initiatives across campus.

FGCU Sustainability Week video -

<http://www.youtube.com/watch?v=JWb5dvkI3Zs&feature=related>

FGCU Student Newspaper Sustainability Week article -<http://www.eaglenews.org/sustainability-week-chance-to-share-care-1.2355836>

FGCU students end each academic year celebrating Earth Day by putting on a student planned, student financed, and student run day of activities.

FGCU Earth Day video -

<http://www.youtube.com/watch?v=OGbIRHYMhew>

FGCU Student Newspaper Earth Day article

-<http://www.eaglenews.org/2.15537/fgcu-s-earth-day-celebration-focuses-on-green-fun-including-a-living-mural-1.2266134>

One of the primary goals of the Center for Environmental and Sustainability Education is “To educate for an ecologically literate citizenry and to advance civic engagement in the critical environmental issues of the Western Everglades and Barrier Islands. Key areas of emphasis will include ethics, activism, and the literary arts.” In order to achieve this goal, we have created two signature events, the Rachel Carson Distinguished Lecture, which occurs in the Spring, and the Terry Tempest Williams Student Dialogue, which occurs in the Fall. In addition to these Signature Events, the Center hosts other Public Events.

<http://www.fgcu.edu/CESE/TTWSD.html>

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

<http://www.fgcu.edu/CESE/TTWSD.html>

# Outdoors Program

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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### Submission Note:

<http://www.fgcu.edu/CampusRec/Outdoors/OutdoorPursuits.html>

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

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

Yes

**A brief description of the program :**

The FGCU Outdoor Pursuits program is a division of Florida Gulf Coast University's Campus Recreation department. "OP" is a student centered program that strives to educate and enhance the collegiate experience through quality outdoor adventure experiences, educational clinics, and teambuilding initiatives. It is our hope to cultivate the lifelong commitment to healthy outdoor pursuits, environmental stewardship, and personal development.

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

<http://www.fgcu.edu/CampusRec/Outdoors/OutdoorPursuits.html>

# Themed Semester or Year

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

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

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

Yes

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

Florida Gulf Coast University's First Year Reading Project introduces incoming students to the expectations of learning at an institution of higher education. All first-year students read a common book during the summer, usually a novel or work of non-fiction, and complete a writing assignment regarding the book. The book is discussed in Composition I classes and in the First Year Humanities Seminar in the fall semester, and sometimes in other classes.

The First Year Reading project engages students in critical thinking and writing skills, preparing them for a rigorous academic experience, and connects them to the campus community so that they are supported in this experience. In this way, students become a part of the community at Florida Gulf Coast University and come prepared for our unique learning experience.

#### Summer 2010 Reading Project

All incoming first year students at Florida Gulf Coast University will read Susan Cerulean's *Tracking Desire: A Journey after Swallow-tailed Kites* in order to explore FGCU's Learning Goal Ecological Perspective. A work of nonfiction, *Tracking Desire* charts both the natural history and biology of swallow-tailed kites and the author's own encounters with this spectacular bird.

The summer reading assignment expects students to analyze the issue of ecological perspective in the book, as well as to consider the relationship between what students learn in the book and their own interactions with the natural world. Ultimately students should begin to understand and address the ten General Education Learning Goals in order to begin their own growth and development (these goals are located at

[http://www.fgcu.edu/General\\_Education/learninggoals.html](http://www.fgcu.edu/General_Education/learninggoals.html)

).

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

"Tracking Desire: A Journey After Swallow-Tailed Kites" by Susan Cerulean

### **The website URL where information about the theme is available :**

[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)



# Curriculum

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

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

# Sustainability Course Identification

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

### Part 1

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

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

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

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

### Part 3

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

---

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

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

Yes

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

The Florida Gulf Coast University definition of environmental sustainability flows from the University Mission to “practice and promote environmental sustainability.”[1] Building on the classic definition of sustainable development, this means operating in a way that “meets the needs of the present without compromising the ability of future generations to meet their own needs.”[2]

A broad understanding of environmental sustainability is considered in FGCU’s teaching, in learning, in curriculum, in scholarship, in research, in service, and in operations. The University is an Affiliate of Earth Charter International and draws inspiration from the Earth Charter vision. The Florida Gulf Coast University Guiding Principles illustrate the aim to instill “in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.”[3] The issues related to “economic, social and ecological sustainability” [4] are embedded in Florida Gulf Coast University’s history and mission This understanding of environmental sustainability is a broad, multifaceted concept that cultivates, in the words of the Earth Charter, “respect for nature, universal human rights, economic justice, and a culture of peace.”[5]

The Florida Gulf Coast University definition of environmental sustainability establishes goals of climate neutrality, renewable resource use, and preservation of habitat while recognizing the limitations imposed on the University by procurement practices and fiduciary responsibilities. Achieving this definition of environmental sustainability is a participatory process requiring collective engagement of the University community members.

[1] Florida Gulf Coast University Mission. Available online at

<http://www.fgcu.edu/info/mission.asp>

[2] World Commission on Environment and Development. (1987). Our Common Future. London: Oxford University Press. p. 43.

[3] Florida Gulf Coast University Guiding Principles. Available online at

<http://www.fgcu.edu/info/mission.asp>

[4] Florida Gulf Coast University Guiding Principles. Available online at

<http://www.fgcu.edu/info/mission.asp>

[5] Earth Charter Initiative. The Earth Charter. San Jose, Costa Rica. 2000. Available online at

<http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html>

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

No

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

---

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

No

**The website URL where the sustainability course inventory is posted :**

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# Sustainability-Focused Courses

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution offers sustainability-focused academic courses.

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

---

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

## The number of sustainability-focused courses offered :

168

## The total number of courses offered :

3886

## Number of years covered by the data :

One

## A list of sustainability-focused courses offered :

The definitions of Sustainability-Focused and Sustainability-Related provided by STARS were used to determine the courses to be included in this entry. "Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue."

Courses were determined applicable by using the course description in the catalog

<http://www.fgcu.edu/catalog/>

and then by counting the number of times the courses were offered in Spring, Summer, and Fall Terms during 2010.

[https://gulfline.fgcu.edu/pls/fgpo/szkschd.p\\_showform](https://gulfline.fgcu.edu/pls/fgpo/szkschd.p_showform)

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

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**A copy of the sustainability course inventory :**

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# Sustainability-Related Courses

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution offers sustainability-related academic courses.

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

---

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

## The number of sustainability-related courses offered :

208

## The total number of courses offered :

3886

## Number of years covered by the data :

One

## A list of sustainability-related courses offered :

The definitions of Sustainability-Focused and Sustainability-Related provided by STARS were used to determine the courses to be included in this entry. "Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue."

Courses were determined applicable by using the course description in the catalog

<http://www.fgcu.edu/catalog/>

and then by counting the number of times the courses were offered in Spring, Summer, and Fall Terms during 2010.

[https://gulfline.fgcu.edu/pls/fgpo/szkschd.p\\_showform](https://gulfline.fgcu.edu/pls/fgpo/szkschd.p_showform)

**The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted :**

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**A copy of the sustainability course inventory :**

---

# Sustainability Courses by Department

## Criteria

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

---

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

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

---

**The total number of departments that offer courses :**

---

**A list of departments that offer sustainability courses :**

---

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

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**A copy of the sustainability course inventory :**

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# Sustainability Learning Outcomes

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

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

---

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

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

2080

## Total number of graduates :

2080

## A list of degree programs that have sustainability learning outcomes :

Florida Gulf Coast University is committed to the following undergraduate student learning goals and educational outcomes, believing they provide a foundation for lifelong learning and effective citizenship. The specific outcomes involving knowledge, understanding, analysis, evaluation and collaboration provide the basis on which the university and the learner, sharing responsibility, can measure progress toward reaching these goals.

Goal 3: Ecological perspective.

Know the issues related to economic, social and ecological sustainability. Analyze and evaluate ecological issues locally and globally. Participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues.

In addition the program specific learning outcomes by program may be found at:

[http://www.fgcu.edu/planning/Assessment/extras/FGCU\\_LearningOutcomes.pdf](http://www.fgcu.edu/planning/Assessment/extras/FGCU_LearningOutcomes.pdf)

**The website URL where the publicly available sustainability course inventory that includes a list of degree programs**

**that have specified sustainability learning outcomes is available :**

<http://www.fgcu.edu/Catalog/learninggoals.asp>

**A copy of the sustainability course inventory :**

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

<http://www.fgcu.edu/Catalog/learninggoals.asp>

Florida Gulf Coast University is committed to the following learning goals and educational outcomes, believing they provide a foundation for lifelong learning and effective citizenship. The specific outcomes involving knowledge, understanding, analysis, evaluation and collaboration provide the basis on which the university and the learner, sharing responsibility, can measure progress toward reaching these goals.

Goal 1: Aesthetic sensibility.

Know and understand the variety of aesthetic frameworks that have shaped, and continue to shape, human creative arts. Analyze and evaluate the aesthetic principles at work in literary and artistic composition, intellectual systems, and disciplinary and professional practices. Collaborate with others in projects involving aesthetic awareness, participation and/or analysis.

Goal 2: Culturally diverse perspective.

Know and understand the diversity of the local and global communities, including cultural, social, political and economic differences. Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual orientation and intellectual/disciplinary approaches. Participate in collaborative projects requiring productive interaction with culturally-diverse people, ideas and values.

Goal 3: Ecological perspective.

Know the issues related to economic, social and ecological sustainability. Analyze and evaluate ecological issues locally and globally. Participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues.

Goal 4: Effective communication.

Know the fundamental principles for effective and appropriate communication, including reading, writing, speaking and listening skills. Organize thoughts and compose ideas for a variety of audiences, using a range of communication tools and techniques. Participate in collaborative projects requiring effective communications among team members.

Goal 5: Ethical responsibility.

Know and understand the key ethical issues related to a variety of disciplines and professions. Analyze and evaluate key ethical issues in a variety of disciplinary and professional contexts. Participate in collaborative projects requiring ethical analysis and/or decision-making.

Goal 6: Information literacy.

Identify and locate multiple sources of information using a variety of methods. Analyze and evaluate information within a variety of disciplinary and professional contexts. Participate in collaborative analysis and/or application of information resources.

Goal 7: Problem-solving abilities.

Understand the multi-disciplinary and interdisciplinary nature of knowledge. Apply critical, analytical, creative and systems thinking in order to recognize and solve problems. Work individually and collaboratively to recognize and solve problems.

Goal 8: Technological literacy.

Develop knowledge of modern technology. Process information through the use of technology. Collaborate with others using technology tools.

Goal 9: Community awareness and involvement.

Know and understand the important and complex relationships between individuals and the communities in which they live and work. Analyze, evaluate and assess human needs and practices within the context of community structures and traditions. Participate collaboratively in community service projects.

# Undergraduate Program in Sustainability

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

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

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

---

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

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

Yes

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

Environmental Studies (B.A.)

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

<http://www.fgcu.edu/CAS/EnvStudies/index.asp>

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

Environmental Engineering (B.S.Env.E.)

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

<http://www.fgcu.edu/eng/EnvCivDpt/envbs/4221.asp>

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

---

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

---

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

[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

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# Graduate Program in Sustainability

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

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

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

---

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

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

Yes

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

Environmental Science (M.S.)

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

<http://www.fgcu.edu/CAS/EnvSci-MS/index.asp>

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

Environmental Studies (M.A.)

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

<http://www.fgcu.edu/CAS/EnvStudiesMA/index.asp>

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

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

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

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# Sustainability Immersive Experience

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

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

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

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

---

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

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

Yes

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

FGCU offers a handful of opportunities for immersive experiences including the St. Lucia Interdisciplinary Field Experience: The Human-Land Relationship.

This past summer 2010, FGCU faculty members from the Department of Visual and Performing Arts and from the Department of Marine and Ecological Sciences led students from both areas on an interdisciplinary, international field experience to St. Lucia, an independent, English-speaking country in the Eastern Caribbean. Throughout the Spring 2010 semester, students met together for language training, fundraising projects to offset trip costs, and cohort community building. Beginning in May 2010, the course experiences have included two weeks of disciplinary training related to intended service projects, and shared interdisciplinary experiences to deepen and expand the cultural context. From May 22 – June 4, 2010, students and faculty traveled to St. Lucia to explore the human-land relationship through the study of traditional craft practices and tropical island ecology. While on the trip, FGCU students participated in community-based service-learning projects, including kiln building, classroom teaching, and establishment of interpretive nature trails. Returning to FGCU, students documented and shared their experiences with the regional and FGCU communities at a public presentation.

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

<http://fgcusaintlucia.blogspot.com/>

# Sustainability Literacy Assessment

## Criteria

### *Part 1*

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

### *Part 2*

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

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

**Has the institution conducted a sustainability literacy assessment? :**

---

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

---

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

---

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

---

**A brief description of how the assessment was developed :**

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**A brief description of how the assessment was administered :**

---

**A brief summary of results from the assessment :**

---

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

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# Incentives for Developing Sustainability Courses

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

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

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

---

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

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

Yes

## A brief description of the program(s) :

Earth Charter Grant Program

The Center supports environmental and sustainability education projects through faculty and staff mini-grants. As 2010 is the tenth anniversary of the Earth Charter, we have given special attention to education projects that incorporate the Earth Charter.

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

THE CENTER FOR ENVIRONMENTAL AND SUSTAINABILITY EDUCATION  
FACULTY AND STAFF ASSOCIATES  
EARTH CHARTER MINI-GRANT PROGRAM, 2009-2010

According to our mission, the Center for Environmental and Sustainability Education “works toward realizing the dream of a sustainable and peaceful future for Earth through scholarship, education, and action. The Center advances understanding and achievement of the goals of environmental and sustainability education through innovative educational research methods, emergent eco-pedagogies, and educational philosophy and practice based on ethics of care and sustainability. The Center seeks to elevate the environmental mission of Florida Gulf Coast University and serve the university community, the local community of the Western Everglades and Barrier Islands, and the wider community of scholars.”

In order to advance this mission, the Center for Environmental and Sustainability Education has developed a Faculty and Staff Associates program to provide a means of connecting the work of the broader Florida Gulf Coast University Community. In defining their professional and academic lives, Associates delineate specific activities that support the work of the Center and advance the environmental mission of the university.

For the summer and autumn of 2010, the Center is pleased to offer small grants ranging from \$250 to \$1,000 to Faculty and Staff Associates. This year, the focus of the grants is scholarly projects that fulfill one or more of the four Center goals and are tied to the Earth Charter. FGCU will be celebrating Earth Charter + 10 in the Autumn semester 2010. A copy of the Earth Charter is available at

[www.earthcharter.org](http://www.earthcharter.org)

for your reference. The Center's goals are as follows:

I. To advance innovative educational research methodologies and pedagogies in environmental and sustainability education. This work will include developing methods for the assessment of sustainability, philosophical research, and curriculum and program development, and will take place in a variety of educational settings and geographical locations, ranging from local to global.

II. To educate for an ecologically literate citizenry and to advance civic engagement in the critical environmental issues of the Western Everglades and Barrier Islands. Key areas of emphasis will include ethics, activism, and the literary arts.

III. To provide professional development for educators in environmental education and education for sustainability. The priority audiences will include University administrators, faculty, and in-service and pre-service teachers.

IV. To provide opportunities for faculty, administrators, staff, and students from across the campus to engage in scholarly activity, teaching, and service related to environmental and sustainability education. The Center will cooperate with other FGCU Centers and Institutes to advance common interests and to achieve the University's environmental mission.

Scholarly projects fall under three broad categories:

- 1) Scholarly Projects – those that support teaching or research of environmental or sustainability education.
- 2) Seed Grant Projects – those that provide ground work for or explore the possibility of a grant or that enable Associates to complete a grant.
- 3) Specialized Training or Certification Projects – those that provide faculty with specialized training that results in certification or formally recognized credentials relevant to the mission of the Center.
- 4) Curriculum Development – those that provide support in time or research materials for faculty to incorporate the Earth Charter in the FGCU curriculum.

It is the responsibility of each applicant to identify both 1) how the proposed project is tied to a particular Center goal and 2) how it is tied to an Earth Charter Principle.

We invite proposals that include students. To request a grant, complete this form and return it along with a copy of your PDP (or that part of your PDP that includes your Center work) to Sharon Bevins, Senior Faculty Advisor, by Wednesday, May 5, 2010, if possible.

Decisions about funding will be made by Friday, May 28, 2010. Center reviewers may request further information. A final project report, along with information included on your annual report, will be required, with an explanation of how the funding was used.

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

<http://www.fgcu.edu/CESE/faculty.html>

# Research

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

<b>Credit</b>
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

# Sustainability Research Identification

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## Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

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## Criteria

### Part 1

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

### Part 2

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

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

## Submission Note:

Defining sustainability research and collecting information to benchmark this activity is one of the sustainability goals for FY 2011-2012.

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

**Has the institution developed a definition of sustainability research? :**

No

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

---

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

No

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

---

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

No

**The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :**

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# Faculty Engaged in Sustainability Research

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## Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

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## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

## Submission Note:

Defining sustainability research and collecting information to benchmark this activity is one of the sustainability goals for FY 2011-2012.

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

**The number of faculty members engaged in sustainability research :**

---

**The total number of faculty members engaged in research :**

---

**Names and department affiliations of faculty engaged in sustainability research :**

---

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

---

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

---

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

---

**The website URL where information about sustainability research is available :**

---

# Departments Engaged in Sustainability Research

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## Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

---

## Criteria

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

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

---

## Submission Note:

Defining sustainability research and collecting information to benchmark this activity is one of the sustainability goals for FY 2011-2012.

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

**The total number of academic departments that conduct research :**

---

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

---

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

---

**The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :**

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

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# Sustainability Research Incentives

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## Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

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## Criteria

### Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

### Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

---

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

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

---

**A brief description of the institution's program(s) to encourage student research in sustainability :**

---

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

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

---

**A brief description of the institution's program(s) to encourage faculty research in sustainability :**

---

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

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# Interdisciplinary Research in Tenure and Promotion

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## Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

---

## Criteria

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

---

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

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

Yes

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

There is no faculty tenure at FGCU. Promotion standards are set within the individual departments. Interdisciplinary research is not only tolerated, but is encouraged in many of the University's departments, and it is provided equal weight in consideration.

## The website URL where information about the treatment of interdisciplinary research is available :

---

# Operations

## Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building’s impact on the outdoor environment.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

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## Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

**Total building space that meets "Eligible Buildings Criteria" :**

---

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

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**Building space that is LEED for Existing Buildings: O&M Certified :**

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**Building space that is LEED for Existing Buildings: O&M Silver certified :**

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**Building space that is LEED for Existing Buildings: O&M Gold certified :**

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**Building space that is LEED for Existing Buildings: O&M Platinum certified :**

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

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

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

---

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

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

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

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# Building Design and Construction

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## Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

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## Criteria

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

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

and/or

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

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

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

## **New building space that meets "Eligible Buildings Criteria" :**

229951 *Square Feet*

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

15000 *Square Feet*

## **New building space that is LEED Certified :**

0 *Square Feet*

## **New building space that is LEED Silver certified :**

124074 *Square Feet*

## **New building space that is LEED Gold certified :**

29377 *Square Feet*

**New building space that is LEED Platinum certified :**

60000 *Square Feet*

**The website URL where a copy of the institution's guidelines or policies for green building is available :**

<http://www.fgcu.edu/Facilities/Files/FPGuidelines.pdf>

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

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

---

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

<http://www.fgcu.edu/Facilities/Files/AppendixD.pdf>

<http://www.fgcu.edu/Facilities/Files/AppendixN.pdf>

<http://www.fgcu.edu/Facilities/Files/AppendixO.pdf>

<http://www.fgcu.edu/Facilities/Files/AppendixP.pdf>

<http://www.fgcu.edu/EHS/CampusBuildings.html>

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

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

---

# Indoor Air Quality

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## Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

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## Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

---

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

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

3226893 Square Feet

## Total occupied building space :

3226893 Square Feet

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

The University complies with the Florida Clean Air Act for all enclosed workplaces. In addition, the University's Physical Plant and Environmental Health and Safety departments respond to troubleshoot occupant concerns with indoor environmental quality. These departments have equipment for testing IEQ parameters, and specialized training for responding to these concerns.

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

<http://www.doh.state.fl.us/tobacco/FCIAA.html>

# Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

<b>Credit</b>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

# Greenhouse Gas Emissions Inventory

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

### Part 1

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

### Part 2

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

---

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

## The website URL where the GHG emissions inventory is posted :

<http://rs.acupcc.org/ghg/1427/>

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

Yes

## Does the inventory include emissions from air travel? :

Yes

## Does the inventory include emissions from commuting? :

Yes

## Does the inventory include embodied emissions from food purchases? :

No

## Does the inventory include embodied emissions from other purchased products? :

No

**Does the inventory include emissions from solid waste disposal? :**

No

**Does the inventory include another Scope 3 emissions source not covered above? :**

No

**If yes, please specify :**

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**Does the inventory include a second Scope 3 emissions source not covered above? :**

No

**If yes, please specify :**

---

**Does the inventory include a third Scope 3 emissions source not covered above? :**

No

**If yes, please specify :**

---

**Does the inventory include a fourth Scope 3 emissions source not covered above? :**

No

**If yes, please specify :**

---

# Greenhouse Gas Emissions Reduction

## Criteria

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

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

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

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

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

**Scope 1 and 2 gross GHG emissions, 2005 :**

---

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

---

**Third-party verified carbon offsets purchased, 2005 :**

---

**On-campus residents, 2005 :**

---

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

---

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

---

**Scope 1 and 2 gross GHG emissions, performance year :**

---

**Off-site, institution-catalyzed offsets generated, performance year :**

---

**Carbon offsets purchased, performance year :**

---

**List the start and end dates of the GHG emissions performance year :**

---

**On-campus residents, performance year :**

---

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

---

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

---

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

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# Air Travel Emissions

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

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

Yes

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

FGCU president enacted travel restrictions and approval guidelines in November 2009 primarily due to the state's fiscal crisis.

All university travel must be approved by the president or by one of the president's direct reports as critical to the university's mission. From the president's memo to his direct reports, "While there are occasions and events which will require individuals to travel, all university travel should be carefully reviewed to determine whether meetings can be convened or attended using technology, as well as whether the travel is necessary at this time or can be postponed."

## The website URL where information about the policies and/or programs is available :

---

## Local Offsets Program

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

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

---

**A brief description of the program :**

---

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

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# Dining Services

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

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

<b>Credit</b>
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

# Food and Beverage Purchasing

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## Responsible Party

**Dana Falstad**  
Sustainability Manager  
Dining

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## Criteria

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

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

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

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

---

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

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

17.09

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

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

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

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

# Trayless Dining

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## Responsible Party

**Dana Falstad**  
Sustainability Manager  
Dining

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

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

:

Yes

**A brief description of the trayless dining program :**

Eagle Dining is trayless at Sovi Dining Hall. Trayless Dining saves 1/3 to 1/4 gallon of water and 3 ounces of food per customer.

**List the year the program was started :**

Aug. 15, 2008

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

---

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

---

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

---

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

---

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

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

**Responsible Party**

**Dana Falstad**  
Sustainability Manager  
Dining

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

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

Yes

**A brief description of the vegan dining program :**

SoVi Dining Hall has a Vegan dining station available for every meal.

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

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

# Trans-Fats

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## Responsible Party

**Dana Falstad**  
Sustainability Manager  
Dining

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

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

Yes

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

Eagle Dining only using trans-fat free oils.

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

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

## Guidelines for Franchisees

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**Responsible Party**

**Dana Falstad**  
Sustainability Manager  
Dining

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

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

No

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

Eagle Dining/ARAMARK is working on creating environmental guidelines for all franchisee contracts.

**The website URL where information about the guidelines is available :**

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# Pre-Consumer Food Waste Composting

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## Responsible Party

**Dana Falstad**  
Sustainability Manager  
Dining

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

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

No

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

A few waste audits have been conducted to explore pre-consumer composting feasibility.

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

---

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

---

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

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

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

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

# PostConsumer Food Waste Composting

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## Responsible Party

**Dana Falstad**  
Sustainability Manager  
Dining

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

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

No

**A brief description of the postconsumer food waste composting program :**

---

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

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

---

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

---

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

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

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

## Food Donation

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**Responsible Party**

**Dana Falstad**  
Sustainability Manager  
Dining

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

**Does the institution donate leftover or surplus food? :**

No

**A brief description of the food donation program :**

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

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

## Recycled Content Napkins

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### Responsible Party

**Dana Falstad**  
Sustainability Manager  
Dining

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

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

Yes

### A brief description of the purchasing behavior :

Eagle Dining only using 100% recycled content unbleached napkins.

### The website URL where information about the purchasing is available :

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

## Reusable Container Discounts

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### Responsible Party

**Dana Falstad**  
Sustainability Manager  
Dining

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

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

Yes

### A brief description of the reusable mug program :

Reusable cups and mugs are available for purchase and use at most Eagle Dining locations. The cups sell for \$2.99 and a 99 cent refill price at most Eagle Dining Locations.

### Amount of the discount offered for using reusable mugs :

0.80

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

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

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

## Reusable To-Go Containers

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### Responsible Party

**Dana Falstad**  
Sustainability Manager  
Dining

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

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

Yes

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

To go containers are being provided with every meal plan sold and are being made available for a small fee to other interested users. Those bringing a to-go container back to a dining location are able to exchange for a clean to-go container for that visit.

**The website URL where information about the reusable to-go container program is available :**

<http://www.campusdish.com/en-US/CSS/FloridaGulfCoast/Sustainability/>

# Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

# Building Energy Consumption

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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### Submission Note:

Data for 2005 was not available. For comparison billing periods used were for June 2006 through May 2007; and June 2009 through May 2010.

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

### Total building energy consumption, 2005 :

86867 MMBtu

### Building space, 2005 :

1364068 Gross Square Feet

### Total building energy consumption, performance year :

131823 MMBtu

### Building space, performance year :

2168590 Gross Square Feet  
STARS Reporting Tool | AASHE | Sierra Magazine

**List the start and end dates of the energy consumption performance year :**

June 2009 through May 2010

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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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.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

10286 MMBtu

**Option 2: Non-electric renewable energy generated :**

0 MMBtu

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

0 MMBtu

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

0 MMBtu

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

0 MMBtu

**Total energy consumed during the performance year :**

131823 MMBtu

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

Florida Gulf Coast University has completed construction of a 15-acre solar photovoltaic array that produces approximately 85 percent of the energy needed to operate its Engineering and Business School buildings, as well as AB-7, the newest science laboratory and classroom building for the College of Arts and Sciences. The University's total reliance on Florida Power & Light Co. is reduced by 18 percent, thanks to the power generated by rows of solar panels that tilt and rotate as they "follow" the sun throughout the day.

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

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**A brief description of off-site, institution-catalyzed, renewable electricity generating devices :**

---

**A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes :**

---

**A brief description of cogeneration technologies deployed :**

---

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

<http://www.fgcu.edu/Facilities/SolarField.html>

# Timers for Temperature Control

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

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

Yes

## A brief description of the technology used :

FGCU has one of the largest ice thermal storage plants in the state, making the campus' Physical Plant operations among Florida's most energy efficient. Our thermal ice storage system makes ice during off-peak period. Ice is then melted and distributed to cool campus buildings via underground insulated water lines. This saves FGCU in excess of \$200,000 per year in utility costs. Building mechanical equipment cycles off during off hours, weekends, and low use periods to save energy use and equipment wear and tear.

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

---

## The website URL where information about the practice is available :

<http://www.fgcu.edu/EHS/CampusBuildings.html>

# Lighting Sensors

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

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

Yes

**A brief description of the technology used :**

Many of our campus buildings have motion sensors to activate and deactivate lights including all student laundry buildings, Lutgert College of Business, the Holmes School of Engineering, the LEED Platinum Certified Academic Building 7, Library Expansion and the Student Union Expansion.

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

---

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

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# LED Lighting

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

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

**Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit. :**

Yes

**A brief description of the technology used :**

LED lighting is currently used in elevators and parking garages on campus. Also used in track lighting in several buildings.

**The percentage of building space with LED lighting :**

---

**The percentage of parking deck space with LED lighting :**

---

**The percentage of outdoor space that uses LED lighting :**

---

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

---

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

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# Vending Machine Sensors

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

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

Yes

## A brief description of the technology used :

The University's vending contract stipulates that machines must either be Energy Star qualified machines or having a VendingMiser® unit attached. VendingMiser® uses a passive infrared sensor to power down the machine when the surrounding area is vacant, monitor the room's temperature, automatically repower the cooling system at one- to three-hour intervals, independent of sales, and ensure the product stays cold. Currently 8 machines have VendingMiser® units attached.

## The percentage of vending machines with sensors :

---

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

---

# Energy Management System

---

**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

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

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

Yes

**A brief description of the management system :**

We use the Johnson Controls Metasys networked system. The metasys can be set up for HVAC trends and data based on chilled water needs and run times with equipment, etc.

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

---

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

---

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

---

# Energy Metering

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

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

Yes

**A brief description of the metering system :**

Energy metering has been installed across campus. Most academic and administrative buildings are metered individually which allows for tracking usage of electricity.

**The percentage of building space with energy metering :**

---

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

---

# Grounds

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

<b>Credit</b>
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

# Integrated Pest Management

## Criteria

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

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

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

**The size of the campus grounds :**

---

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

---

**A brief description of the IPM plan(s) :**

---

**The website URL where information about the IPM plan(s) is available :**

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

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

Yes

### **A brief description of the native plant program, policy, or practice :**

The Florida Gulf Coast University campus has a total of 760 acres. In the future, the University will have 277 acres of restored wetlands, 23 acres of created wetlands and 121 acres of upland preserve. The balance of the 400 remaining acres, less the buildings and landscape, will be exotic free or enhanced, leaving only 20 acres under landscaped irrigation. The University is responsible, through Physical Plant, for managing and monitoring these wetlands to achieve compliance with the Corps of Engineers, Department of Environmental Protection and SFWMD requirements. The remaining acreage is landscaped and done so with natural, indigenous plant material. Of the landscaped acreage only 20 acres are under irrigation, which was done to achieve the aesthetic and architectural requirements in the University Master Plan. All work done on the wetlands and grounds is through contractual services with consultants and qualified private firms.

FGCU maintains a Master Plant List as well as an FGCU Care Plan. Landscaping must adhere to the FGCU Campus Master Plan and all landscaping, new and old will use the list of acceptable plants on the FGCU Master Plant List. The best plant materials are chosen based on the site conditions. The objectives are to increase campus tree canopy, biodiversity of plant species and enhance the natural environment.

The Grounds staff saves and transplants trees from slated construction zones. These trees are behind Howard Hall and next to Griffin Hall, and are the original orphans from various building sites over the last 12 years. This past year, 116 Sabal Palms, 8 Live Oaks and 2 Cypress trees were taken from the Biscayne Hall building site and relocated to various sites around the FGCU campus.

Exotic trees are cleared by hand.

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

---

## Wildlife Habitat

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

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

Yes

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

Southwest Florida and the FGCU campus contain beautiful environments where people can be closer to the natural world and the wildlife within it. Our campus is located on 760 acres with over 400 acres of carefully restored and preserved wetlands and uplands that are home to a variety of wildlife - some of which are listed by state and federal agencies as Endangered, Threatened, or Species of Special Concern.

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

---

**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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**Submission Note:**

<http://www.arboday.org/programs/treeCampusUSA/campuses.cfm>

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

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

Yes

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

In order to be recognized as a Tree Campus USA University, FGCU had to complete an application process which included meeting five standards developed by the Arbor Day Foundation. These standards are designed to promote student involvement on campus.

A committee was formed consisting of students, faculty, staff, and members of the surrounding community to develop the Tree Campus Plan and complete the application for entrance into the program. After much deliberation, FGCU was accepted as an official Tree Campus university on January 9, 2010.

The committee will continue to meet throughout the year to discuss ways to implement and improve the original Tree Campus Plan.

To help qualify for the Tree Campus USA program, a conservation map was created by Johnson Engineering that provides a detailed description of the wetlands and uplands on the FGCU campus.

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

<http://admin.fgcu.edu/phyplant/Tree%20Campus%20USA.htm>

# Snow and Ice Removal

---

**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal? :**

---

**A brief description of the snow and ice removal program, policy, or practice :**

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

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# Landscape Waste Composting

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

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

Yes

## A brief description of the composting or mulching program :

If trees are removed, stumps are scheduled for grinding, provided there is adequate access to the site. When the stump is ground out, the grindings are raked and left slightly mounded to allow for decay and settling.

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

---

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

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

[http://admin.fgcu.edu/phyplant/Tree%20Campus%20USA\\_files/Tree%20Campus%20USA%20-%20Tree%20Care%20Plan%2012-21-09.pdf](http://admin.fgcu.edu/phyplant/Tree%20Campus%20USA_files/Tree%20Campus%20USA%20-%20Tree%20Care%20Plan%2012-21-09.pdf)

# Purchasing

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

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors? :**

Yes

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

[http://www.fgcu.edu/planning/files/ASDACS-ComputingServices\\_AR0910.pdf](http://www.fgcu.edu/planning/files/ASDACS-ComputingServices_AR0910.pdf)

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

FGCU has standardized on Dell Desktops, Notebooks, and Workstations. All standard systems meet the ENERGY STAR® label and the more stringent 4.0 requirements. Because of these requirements the computers have highly efficient power supplies and other hardware specific features that will reduce energy consumption and green house gas emissions. In addition to ENERGY STAR®, all Dell standard systems meet EPEAT® gold ratings.

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

No

**Expenditures on EPEAT Gold desktop and laptop computers and monitors :**

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**Expenditures on EPEAT Silver desktop and laptop computers and monitors :**

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**Total expenditures on desktop and laptop computers and monitors :**

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# Cleaning Products Purchasing

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

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

Yes

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

<http://www.ussiclean.com/>

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

We require our cleaning vendor to use Green Seal certified cleaning products on campus.

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

No

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

---

**Total expenditures on cleaning products :**

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**A copy of the sections of the cleaning contract(s) that reference certified green products :**

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases recycled content office paper.

---

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

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

Yes

## **The URL where the recycled paper policy, directive, or guidelines are posted :**

<http://www.fgcu.edu/BusinessOps/duplicating.html>

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

All paper for multifunction copy/print/scan/fax machines have the cost of paper included in the per image cost and is centrally provided for the machines by the business operations department. 100% and in some cases 30% recycled paper is purchased for machines.

In an email directive from sent on June 09, 2009 on behalf of Dr. Joe Shepard, Vice President for Administrative Services and Finance:

"The Environmental Stewardship Advisory Council (ESAC) recommended to President Bradshaw that FGCU begin using 100% recycled paper on campus. There was also strong support by ESAC for the education of the campus community to set printing defaults to two-sided impressions and to decrease the page margins. If these actions are implemented, it would nearly eliminate the use of non-recycled paper content on campus and significantly reduce the consumption of paper in the copiers and printers.

The FGCU mission notes that the university will promote environmental sustainability. Further, the guiding principles state, "Integral to the University's philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability." In concert with our mission and guiding principles, the President's Cabinet endorsed

the recommendation for the campus to use recycled paper.

Beginning July 1, 2009, ALL paper ordered for on campus use must be 100% recycled paper. This includes paper for desktop printers as well as for the copy machines on campus. The University has a contract with Office Depot which enables us to purchase this paper at a cost of \$48.30 per case. Paper for all copiers on campus will continue to be covered in the cost per impression and should continue to be ordered through the Business Operations department using the Paper Order Form located on our website

<http://admin.fgcu.edu:2000/auxsvcs/duplicating.htm>

. With the change to recycled paper and the additional cost to add new copiers on campus, there will be a \$.01 increase per impression effective July 1, 2009."

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

Yes

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

0 US/Canadian \$

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

2564.64 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

**Expenditures on 90-100 percent recycled-content office paper :**

60014.86 US/Canadian \$

**Total expenditures on office paper :**

72638.02 US/Canadian \$

# Vendor Code of Conduct

## Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

---

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

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

---

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

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

---

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

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# Historically Underutilized Businesses

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

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

Yes

## **A brief description of how the institution meets the criteria :**

The University is an equal opportunity institution and promotes procurement participation and contract award with Minority Business Enterprises (MBE). MBEs should have a fair and equal opportunity to compete for dollars spent by the University to procure commodities and contractual services. Competition ensures that prices are competitive and that a broad vendor base is available. The University will use good faith efforts to ensure that MBE vendors are aware of procurement and contract opportunities.

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

<http://www.fgcu.edu/AS/Purchasing/mbe-program.html>

## Local Businesses

---

**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

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

No

**A brief description of the program :**

---

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

---

# Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

# Campus Fleet

## Criteria

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

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

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

---

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

**Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :**

---

**Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :**

---

**Plug-in hybrid vehicles in the institution's fleet :**

---

**100 percent electric vehicles in the institution's fleet :**

---

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

---

**Hydrogen fueled vehicles in the institution's fleet :**

---

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

---

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

---

**Total number of vehicles in the institution's fleet, including all of the above :**

---

# Student Commute Modal Split

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

## Criteria

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

---

### Submission Note:

27% of the student population resides in FGCU housing. There is currently no measurements in place to determine the transportation mode split for the remaining 73%.

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

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

27

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

73

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

27

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

0

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

0

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

---

**The website URL where information about alternative transportation is available :**

<http://www.fgcu.edu/EHS/Transportation.html>

# Employee Commute Modal Split

## Criteria

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

---

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

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

---

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

---

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

---

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

---

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

---

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

---

**The website URL where information about alternative transportation is available :**

---

# Bicycle Sharing

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

### Submission Note:

Bike loan program started April 2011.

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

The new FGCU Campus Recreation Pedal Power bike sharing program is designed to decrease traffic & parking congestion, limit pollution & Ghg emissions, and encourage health & physical exercise around campus. The program has 8 refurbished bikes that had been previously abandoned. The program is so popular that there is often a waiting list for the bikes. The campus recreation department is currently seeking sponsors for more bikes and supplies to add to the program.

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

<http://www.fgcu.edu/CampusRec/Outdoors/PedalPower.html>

## Facilities for Bicyclists

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

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

---

**A brief description of the facilities :**

---

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

---

## Bicycle and Pedestrian Plan

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

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

---

**A brief description of the plan :**

---

**The website URL where information about the plan is available :**

---

# Mass Transit Programs

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

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

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

Yes

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

On campus housing shuttles operate any day classes are in session during the Fall and Spring semesters, from 7:30am-9:30pm. The shuttle operates continuously every 15 minutes.

Off campus housing shuttle operates Monday-Thursday from 7:30am to 9:30pm.

Also in partnership with a nearby mall offers a free shuttle service to the shopping center with grocery, movies, restaurants, and various shops. Operates Thursday-Sunday from 3:30pm-10:30pm.

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

<http://www.fgcu.edu/Parking/index.html>

## Condensed Work Week

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

**Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit. :**

No

**A brief description of the program :**

---

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

---

## Telecommuting

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

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

---

**A brief description of the program :**

---

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

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# Carpool/Vanpool Matching

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

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

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

Yes

## A brief description of the program :

Environmental Health and Safety has partnered with Student Government to provide

[www.Ride2FGCU.com](http://www.Ride2FGCU.com)

, a secure online rideshare matching system designed to assist students, staff, and faculty in finding ridesharing partners who work or study at FGCU.

Ride2FGCU also assists the FGCU community to find other biking, walking, and bus commuters; as well as rideshares for one-time car trips.

The service is for free of charge faculty, staff, and students of FGCU.

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

<http://www.fgcu.edu/EHS/Transportation.html>

## Cash-out of Parking

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

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

:

---

**A brief description of the program :**

---

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

---

## Carpool Discount

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

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

---

**A brief description of the program :**

---

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

---

## Local Housing

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

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

---

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

---

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

---

## Prohibiting Idling

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

**Has the institution adopted a policy prohibiting idling? :**

---

**A brief description of the policy :**

---

**The website URL where information about the policy is available :**

---

## Car Sharing

---

**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

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

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

Yes

**A brief description of the program :**

Carsharing is in the process of rolling out. The program is set to start July 1, 2012.

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

---

# Waste

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

<b>Credit</b>
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

# Waste Reduction

## Criteria

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

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

**Weight of materials recycled, 2005 baseline year :**

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**Weight of materials composted, 2005 baseline year :**

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**Weight of materials disposed as garbage, 2005 baseline year :**

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**Weight of materials recycled, performance year :**

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**Weight of materials composted, performance year :**

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**Weight of materials disposed as garbage, performance year :**

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**List the start and end dates of the waste reduction performance year :**

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**On-campus residents, 2005 :**

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

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

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**On-campus residents, performance year :**

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

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

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**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year) :**

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

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

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**The website URL where information about the institution's waste reduction initiatives is available :**

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# Waste Diversion

## Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

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

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**Materials disposed in a solid waste landfill or incinerator :**

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

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# Construction and Demolition Waste Diversion

## 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.

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

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

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**Amount of construction and demolition materials landfilled or incinerated :**

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

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# Electronic Waste Recycling Program

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

Yes

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

Yes

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

In the 5th installment of the Terry Tempest Williams Student Dialogue, students explored the oft-overlooked issue of e-waste and the people and places it effects. Panelists included Jim Puckett of the Basal Action Network, Eric Otto, Assistant Professor of Environmental Humanities, and Jessica Mendes, graduate student at FGCU. The event was co-moderated by Center student assistants Ariel Chomey and Jordan Yingling, and a special invocation was given by Miccosukee elder, Andy Buster.

This event that was held in November 2010 led students to organize an end of Spring 2011 e-waste collection for student and FGCU community (personal e-waste) pick up by a vendor approved by the Basal Action Network.

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

The University has coordinated with Lee County Solid Waste for disposition of electronic equipment. Any department that has electronic equipment requiring disposal contacts the Work Management Center and provides both the location and amount of electronics to be recycled to be picked up.

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

This event that was held in November 2010 led students to organize an end of Spring 2011 e-waste collection for student and FGCU community (personal e-waste) pick up by a vendor approved by the Basal Action Network.

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

<http://www.fgcu.edu/PhysicalPlant/fgcu-recycles.html#electronicsequipment>

# Hazardous Waste Management

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? :**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste :**

The Department of Environmental Health and Safety works with any potential generators of hazardous waste and works to minimize the amount of waste generated. Each department of Florida Gulf Coast University is responsible for reasonable and appropriate actions to minimize the amount of hazardous waste generated by their operations, teaching, and research. Waste minimization techniques shall include, but are not limited to: Eliminating the waste generating process, Substituting a non-hazardous or less hazardous material, Purchase small quantities/only purchase what is needed, Use less material - reduce the scale of procedures or process, partnering with other labs or stockrooms to share supply, Reuse and recycle materials where practical, and not purchasing large quantities of materials because they are less expensive per unit volume.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste :**

Florida Gulf Coast University strives to remain a Conditionally Exempt Small Quantity Generator (CESQG), and has been successful in not needing a disposal of any hazardous waste in 2010. This is done by diligent and vigilant oversight by Environmental Health and Safety, and by purifying chemicals such as alcohols, formalin, and xylenes for reuse in classrooms and laboratories.

**The website URL where information about hazardous materials management is available :**

<http://www.fgcu.edu/EHS/HazardousWaste.html>

# Materials Exchange

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

### **Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :**

Yes

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

When inventoried property is no longer useful but still in workable condition the Property Accountant sends an all staff email letting other departments know of the availability. If no departments are in need of the item, the Property Survey Board determines if the item can be traded-in, cannibalized, or donated to a not-for-profit.

For non-inventoried items, FGCU's Staff Advisory Council Organize an annual supply swap giving the opportunity for departments to clean out their offices and trade non capital items, such as pens, manila folders, small equipment, toner, or binders with other departments that might need them.

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

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## Limiting Printing

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### Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

### Does the institution limit free printing for students in all computer labs and libraries? :

Yes

### A brief description of how printing is limited :

There is no free printing on campus. Students must use the credit stored on their campus ID card to use printing services in the Library and computer labs.

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

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :**

Yes

**A brief description of the practice :**

While the institution defaults to not printing materials primarily due to cost and the nature of the online culture, there is certainly the added benefit to materials reduction.

**The website URL where information about the practice is available :**

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# Chemical Reuse Inventory

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

## Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :

Yes

## A brief description of the program :

FGCU re-uses virtually (>90%) all waste laboratory solvents (xylene, ethanol, and formalin) by recycling them with a CBG solvent distillation device. Waste laboratory solvents are segregated by the generators. Environmental Health and Safety (EHS) collects these waste laboratory solvents for recycling, and then redistributes them to the generators for reuse. Surplus (unused or orphan) laboratory chemicals are also collected by EHS for redistribution to other users through this system.

## The website URL where information about the practice is available :

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## Move-In Waste Reduction

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Does the institution have a program to reduce residence hall move-in waste? :**

Yes

**A brief description of the program :**

Residential life clearly communicates what students should and should not bring to campus, and sets up additional recycling units and move-in volunteers to ensure items that can and should be recycled do not end up in the trash or as litter.

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

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## Move-Out Waste Reduction

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Does the institution have a program to reduce residence hall move-out waste? :**

Yes

**A brief description of the program :**

Residential Life partners with not for profits to take donations of unwanted items such as clothing, equipment, non-perishable foods, and cleaning supplies.

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

<http://blogs.fgcu.edu/housing/2012/04/02/check-out-summer-housing/>

# Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

### **Water consumption, 2005 baseline year :**

18227000 Gallons

### **Water consumption, performance year :**

29498000 Gallons

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

June 2009 - May 2010

### **On-campus residents, 2005 :**

1956

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

3629

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

2464

### **On-campus residents, performance year :**

3789

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

6127

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

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :**

June 2009 - May 2010

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

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**A brief description of the plan of action to achieve water use reduction goals :**

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**The website URL where information about the institution's water conservation initiatives is available :**

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# Stormwater Management

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## Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

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## Criteria

### *Part 1*

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

### *Part 2*

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

Yes

**A brief description of the institution's stormwater management initiatives :**

Florida Gulf Coast University has policies and plans in place to reduce storm water runoff from the eventual complete campus build out and on-going operations to rates and volumes similar to those pre-development.

The campus property resides within a sub-basin of the Estero River Basin, which represents a significant portion of the Estero Bay Drainage Basin. The entire 756.70-acre University campus property has been designed with one master stormwater system to accommodate a maximum of 410.20 acres of development. It is comprised of mostly upland and wetland habitats.

The master-planned campus stormwater system is comprised of an interconnected network of detention and retention ponds that occur in the higher elevation upland areas of the campus. The property run-off, generated by the adjacent upland University development footprint, is conveyed through these linked features.

Discharged waters exit the site at one of two existing perimeter cypress sloughs (“swamps”) that are located at the east and west sides of the property boundary. Prior to entering either of these sloughs, the treated stormwater is conveyed through a spreader swale that has been specifically designed to mimic natural conditions, thus slowing the rate/speed of the discharged water flow and preventing the potential for erosion or turbidity in the natural slough environment. After flowing through these eastern/western cypress sloughs, the slow-moving water flows converge again at the southern point of the property where they ultimately discharge to the Estero River.

The plans for the storm water management system for the University campus were approved by the U.S. Army Corp of Engineers Permit No. 199400807 and South Florida Water Management District Permit No. 36-02881-5.

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

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

No

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

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**Does the institution have porous paving? :**

Yes

**A brief description of the institution's porous paving :**

Porous paving is employed employed in select areas on campus including the solar field and auxiliary parking area.

**Does the institution have retention ponds? :**

Yes

**A brief description of the institution's retention ponds :**

Florida Gulf Coast University has detention ponds. Wet detention ponds are storm water control structures providing both retention and treatment of contaminated storm water runoff and are designed to mimic the natural environment.

**Does the institution have stone swales? :**

No

**A brief description of the institution's stone swales :**

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**Does the institution have vegetated swales? :**

Yes

**A brief description of the institution's vegetated swales :**

See above description of swale & detention system on campus.

**Does the institution employ any other technologies or strategies for stormwater management? :**

Yes

**A brief description of other technologies or strategies for stormwater management employed :**

See above description of the storm water system on campus.

## Waterless Urinals

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

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

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**A brief description of the technology employed :**

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**The website URL where information about the technology is available :**

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# Building Water Metering

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Does the institution have building-level water consumption meters for at least one building? :**

Yes

**A brief description of the water metering employed :**

Water is metered separately for each building. Data was obtained from the monthly invoiced received.

**The percentage of building space with water metering :**

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**The website URL where information about the practice is available :**

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## Non-Potable Water Usage

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

**Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :**

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**A brief description of the source of non-potable water and how it is used :**

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

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

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

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

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :**

Yes

**A brief description of the program or practice :**

plant species used on FGCU campus will come from the FGCU Master Plant List. The list contains both native and exotic species that have been screened for adaptability to physical conditions and serviceability, to meet planting needs based on site orientation, drainage, soil condition, and other subtropical climate conditions. Where appropriate, the best plant shall be selected for a given site, which may or may not be a “native.”

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

[http://admin.fgcu.edu/phyplant/Tree%20Campus%20USA\\_files/Tree%20Campus%20USA%20-%20Tree%20Care%20Plan%2012-21-09.pdf](http://admin.fgcu.edu/phyplant/Tree%20Campus%20USA_files/Tree%20Campus%20USA%20-%20Tree%20Care%20Plan%2012-21-09.pdf)

## Weather-Informed Irrigation

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :**

Yes

**A brief description of how weather data or sensors are used :**

Campus uses extremely minimal irrigation and no timed irrigation systems.

**The website URL where information about the practice is available :**

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# Planning, Administration & Engagement

## Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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## Submission Note:

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

## Does the institution have a sustainability committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The Planning and Budgeting Council (PBC) By-Laws charge the Environmental Sustainability Committee (ESC) with responsibility for ensuring that the University has a goal (with associated action plans) for promoting environmental sustainability that is included in the University strategic plan. The action plans will have clear objectives and identified resources and offices responsible for their attainment. The ESC will monitor the implementation of approved action plans on an ongoing basis and it will make its recommendations to and receive directions from the PBC. The committee will also ensure coordination of the activities of all campus units engaged in activities designed to achieve environmental sustainability.

## Members of the committee, including affiliations :

According to the Planning and Budgeting Council (PBC) By-Laws, the Environmental Sustainability Committee (ESC) shall have two co-chairs: the Director of Environmental Health and Safety and the University Colloquium Coordinator. Other members of the Committee shall include the Director of Physical Plant, the Whitaker School of Engineering Director of the Environmental Engineering program, the College of Arts and Sciences Chairperson of the Department of Marine and Ecological Sciences, either the director or the associate director of the Center on Environmental and Sustainability Education, a Student Government representative, a Deans' Council representative, two Faculty Senate representatives, and a Staff Advisory Council representative.

The PBC establishes membership for the ESC. Requests for changes to the current membership shall be approved by a majority of the current ESC membership, and then forwarded to the PBC for approval. The ESC may invite non-members from the University community to attend specific meetings and address topics of interest.

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

<http://www.fgcu.edu/Provost/escommittee.html>

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

Yes

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

Florida Gulf Coast University's Environmental Health and Safety supports the University's teaching, research and public service mission by assisting members of the campus community in meeting their responsibility to ensure a safe, healthy, and sustainable environment for students, employees, and visitors.

**The number of people employed in the sustainability office :**

1.50

**The website URL where information about the sustainability office is available :**

<http://www.fgcu.edu/ehs/>

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

Yes

**Sustainability coordinator's name :**

Kathleen Crawford

**Sustainability coordinator's position title :**

Coordinator, Environmental Stewardship and Sustainability

**A brief description of the sustainability coordinator's position :**

Reporting to the Director of Environmental Health and Safety, this position is responsible for managing programs in environmental stewardship and sustainability, and recommending policies and procedures to effectively administer such programs. Coordinates program efforts with the Environmental Sustainability Committee, university departments, student government, and other campus organizations as appropriate. Maintains the EH&S department web presence. Incumbent may serve as a university liaison to federal, state, or county agencies.

**The website URL where information about the sustainability coordinator is available :**

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# Strategic Plan

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

## Year the strategic plan or equivalent was completed or adopted :

2010

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

Yes

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

The University addresses sustainability in goal number five in its Strategic Plan:

Environmental Sustainability and Innovation

To meet the challenges of the 21st Century and benefit the local economy, the University will demonstrate responsible leadership and innovation by infusing environmental sustainability throughout critical dimensions of University life and community interactions. This will be accomplished through curriculum; research; public service; campus development; administration and operations; and student life that embrace service learning and engagement opportunities.

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

No

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

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

Yes

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

GOAL 5: Environmental Sustainability and Innovation

To meet the challenges of the 21st Century and benefit the local economy, the University will demonstrate responsible leadership and innovation by infusing environmental sustainability throughout critical dimensions of University life and community interactions. This will be accomplished through curriculum; research; public service; campus development; administration and operations; and student life that embrace service learning and engagement opportunities.

**The website URL where information about the strategic plan is available :**

<http://www.fgcu.edu/Provost/SP2010/index.html>

# Physical Campus Plan

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

## Does the institution's physical campus plan include sustainability at a high level? :

Yes

## A brief description of how the physical campus plan or amendment includes sustainability :

Sustainability has always been a major factor in the campus master plan. The Campus Master Planning process is part of the larger Strategic Planning that takes place at the direction of Florida's Board of Governors. Florida Gulf Coast University's Master Plan addresses Urban Design, Land Use, Recreation and Open Space, and Academic and Support Facilities, among many other elements of long range planning. Currently, FGCU is in the process of updating its Master Plan.

Major components to be included will consist of storm water capacity/ conveyance/ management, chilled water capacity/conveyance, traffic/transportation/parking and campus way finding/signage studies. The plan must include goals for a sustainable campus, and include resolution of pedestrian, bike, parking, transit, and traffic issues. It will also include a ten-year plan for major capital improvements that are necessary to accommodate the growth of the student population over the next ten years.

## The year the physical campus plan was developed or adopted :

2012

## The website URL where the physical campus plan is available :

<http://www.fgcu.edu/Facilities/MasterPlan.html>



# Sustainability Plan

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

## Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

## A brief description of how multiple stakeholder groups were involved in developing the plan :

As part of the university's strategic plan the Planning and Budget Council's Environmental Sustainability Committee shall be responsible for ensuring that the university has a goal (with associated action plans) for promoting environmental sustainability that is included in the university strategic plan. The action plans will have clear objectives and identified resources and offices responsible for their attainment. The committee will monitor the implementation of approved action plans on an ongoing basis and it will make its recommendations to and receive directions from the PBC. The committee will also ensure coordination of the activities of all campus units engaged in activities designed to achieve environmental sustainability.

This committee is comprised of key stakeholders across campus and includes: the Director of Environmental Health and Safety, the University Colloquium Coordinator, the Director of Physical Plant, the Director of the Whitaker School of Engineering Environmental Engineering program, the College of Arts and Sciences Chairperson of the Department of Marine and Ecological Sciences, either the director or the associate director of the Center on Environmental and Sustainability Education, a Student Government representative, a Deans' Council representative, two Faculty Senate representatives, and a Staff Advisory Council representative.

After the sustainability plan is drafted it goes on to the Strategic Plan Committee, the Planning and Budget Council, the Executive Council, and ultimately feeds into Strategic Plan that goes before the University Board of Trustees.

## A brief description of the plan's measurable goals :

The Planning and Budgeting Committee charged the Environmental Sustainability Committee (ESC) to produce a strategic plan for environmental sustainability with recommendations, action plans, proposed responsible individuals, and indicators measuring the university's progress implementing sustainable operations. The ESC plans to use report submittals for the American College and University Presidents' Climate Commitment and the Sustainability Tracking and Rating System (STARS) as the primary tools for measuring sustainability of the University's operations. The ESC considered a host of tasks, weighed the challenges, achievability, and existing resources, and identified 50 sustainability tasks in support of the University's sustainability mission. ESC organized these tasks as prioritized lists to the appropriate University division. The 50 specific tasks cover the wide range of operations at the University; curriculum, physical plant construction and maintenance, waste minimization and recycling, energy consumption and sources, student involvement, research, investments, transportation, and staff development.

Some of these tasks are already underway, but they are included to ensure continuity and reporting going forward.

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

The Environmental Sustainability Committee plans to use report submittals for the American College and University Presidents' Climate Commitment and the Sustainability Tracking and Rating System (STARS) as the primary tools for measuring sustainability of the University's operations.

**The website URL where more information about the sustainability plan is available :**

[http://www.fgcu.edu/Provost/files/Environmental\\_Sustainability\\_Committee\\_Report\\_April\\_2010.pdf](http://www.fgcu.edu/Provost/files/Environmental_Sustainability_Committee_Report_April_2010.pdf)

**The year the plan was developed or last updated :**

2010

# Climate Action Plan

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

## Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

## A brief summary of the climate plan's long-term goals :

Because of our relatively new campus, FGCU's GHG emissions per 1,000 square feet and fulltime enrollment are much lower than other comparable schools. Our commitment to LEED certified construction and projects like the solar power array will continue to decrease the GHG emissions per student and per square feet of space.

Our university-wide learning outcomes include that all students will develop an ecological perspective and community awareness, with more than 30 different classes offered at FGCU with significant sustainability content. Sustainability activities on campus, academic centers, and academic programs in renewable energy ensure that FGCU will remain on the forefront of sustainability education and community outreach.

Tracking systems are in place to benchmark the University's success in achieving sustainability goals, including creation of the Environmental Sustainability Committee under the Planning and Budgeting Council.

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

The climate plan included the goal of a 15% reduction in Purchased Electricity Emissions by 2010 relative to baseline emissions in 2008.

Our university-wide learning outcomes include that all students will develop an ecological perspective and community awareness, with more than 30 different classes offered at FGCU with significant sustainability content. Sustainability activities on campus, academic centers, and academic programs in renewable energy ensure that FGCU will remain on the forefront of sustainability education and community outreach.

FGCU also set the goal to establish the Backe Chair in Renewable Energy to attract a nationally renowned Eminent Scholar dedicated to the study of renewable energy. In addition, FGCU joined with the Backe Group in a collaborative venture to develop a 1.2 million square-foot, state-of-the-art research and development area for studying renewable energy, solar energy, alternative energy sources, biotechnology, green technology and other programs.

**Year the climate plan was formally adopted or approved :**

2010

**An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :**

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**List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :**

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

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

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

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**The target year the institution specified in its GHG emissions commitment :**

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**The website URL where information about the climate plan is available :**

<http://rs.acupcc.org/cap/544/>

# Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

# Diversity and Equity Coordination

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

## Does the institution have a diversity and equity committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The Office of Institutional Equity and Compliance Committee management oversees functions of the following committees: Americans with Disabilities Act (ADA) Advisory Committee, EEO-Diversity Advisory Committee, Gender Equity-Title IX Advisory Committee, Grant-in-Aid Educational Leave Advisory Committee, and the Leadership Diversity Advisory Committee.

## Members of the committee, including job titles and affiliations :

This committee is appointed annually with representatives from across campus including representation from the Office of Institutional Equity and Compliance, Faculty Senate, Student Government, and Staff Advisory Council.

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

<http://www.fgcu.edu/OIEC/index.html>

## Does the institution have a diversity and equity office? :

Yes

## A brief description of the diversity office :

The Office of Institutional Equity and Compliance seeks:

To foster productive educational and work environments that nurture and value equity, diversity, respect, human understanding, and access for our constituents by providing awareness, tools and resources to eliminate bias, illegal discrimination and harassment to support the University's vision, mission and strategies; and

To develop and foster a setting, which celebrates differences, and welcomes and serves students, faculty, staff, visitors and vendors from all aspects of diversity.

One of Florida Gulf Coast University's Guiding Principles is that "diversity is a source of renewal and strength." The Office provides leadership and guidance to this end.

**The number of people employed in the diversity office :**

2

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

<http://www.fgcu.edu/OIEC/index.html>

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

Yes

**Diversity coordinator's name :**

Jimmy Myers

**Diversity coordinator's position title :**

Director, Institutional Equity and Compliance

**A brief description of the diversity coordinator's position :**

Coordinates all aspects of office administration and program assistance including committee coordination for OIEC's various programs, services and initiatives; and facilitates Self-Managed Online Application Resource (SOAR) processing.

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

[http://www.fgcu.edu/OIEC/role\\_staff.html](http://www.fgcu.edu/OIEC/role_staff.html)

# Measuring Campus Diversity Culture

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

## **Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :**

Yes

## **A brief description of the assessment(s) :**

As Florida Gulf Coast University has now completed its first decade and looks ahead to its next, it is essential to foster and continually enhance an environment where individual differences are respected and valued for all members of the campus community. To ensure that the campus climate is the best environment for work and study, and is consistent with the University's Mission, Vision and Guiding Principles, FGCU President, Dr. Bradshaw, invited Dr. Damon Williams to lead an assessment of FGCU's climate and culture. Dr. Williams is Vice Provost for Diversity and Campus Climate at the University of Wisconsin - Madison, to assist FGCU in campus climate initiatives.

## **Year the assessment was last administered :**

2010

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

After reviewing the qualitative data of the Campus Climate Study, members of the CORE Committee identified a set of themes for Faculty and a set of themes for Staff that represent what seemed to us the most common concerns of each group. Eight questions were then posed for each group on which to engage the FGCU Community in solution-seeking conversations. For ease of discussion in the time frames provided, questions were grouped into sets of related questions. Additionally, a ninth question was included as an opportunity for participants to "write-in" a solution to a concern that was raised in the survey and is not represented in the questions we have framed.

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

<http://www.fgcu.edu/CampusCulture/index.html>

# Support Programs for Underrepresented Groups

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

## **Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :**

Yes

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

Student Support Services, a Federal TRIO Program, is an educational opportunity outreach program designed to motivate and support college students from disadvantaged backgrounds. It provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their post-secondary education.

<http://studentservices.fgcu.edu/SSS/index.html>

College Reach Out Program is a State of Florida grant-funded program designed to prepare middle and high school students to successfully pursue and complete a post-secondary education. The program targets future first-generation college students currently in grades 6 through 12. The program also motivates students to develop basic learning skills, strengthen parent and student understanding of the benefits of postsecondary education, and foster personal and career development through supplemental instruction.

<http://studentservices.fgcu.edu/CROP/index.html>

Public Schools Enrichment Partnership/Scholars Program was founded in 1989 by former Fort Myers High School junior, Christian Duffus, as a way to promote and reward academic achievement among minority students. Scholars Program has expanded to embrace minority and “at-risk” students at elementary, middle, and high school levels. Membership is open to all students who embrace the Scholars Program philosophy and ideas of academic excellence, leadership, service, and citizenship.

<http://studentservices.fgcu.edu/scholarsclub/index.html>  
STARS Reporting Tool | AASHE | Sierra Magazine

## STEM

Florida Gulf Coast University was awarded a second Student Support Services Grant for STEM majors. This funding provides support services for 120 eligible SSS students who are enrolled in STEM (Science, Technology, Engineering, and Mathematics) majors at FGCU. SSS STEM participants must meet the eligibility standards of first generation, low income, and/or students with disabilities needing support services during their university years. The program is very competitive with a limited number of openings each year to maintain 120 SSS participants.

<http://studentservices.fgcu.edu/SSS/stem.html>

The Multicultural Student Services Department is a multifaceted, student-oriented office that focuses on providing an optimal educational experience in and out of the classroom for students from diverse backgrounds. The department is under the guidance of the Dean of Students Office in the division of student Affairs. The purpose of MSS is to assist the university in the fulfillment of its mission by encouraging each person and cultural group to assertively affirm the unique richness of their heritage, ethnicity, identity and ability.

<http://studentservices.fgcu.edu/mss/index.html>

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

The Leadership Diversity program, with faculty and staff participants from Florida Gulf Coast University and Edison State College, has been actively involved in providing professional development and leadership opportunities for results-oriented minorities and women since 1992. Since its inception, the Leadership Diversity program has graduated 146 participants resulting from the collaboration of both institutions.

The Office of Institutional Equity and Compliance (OIEC), which is a unit of the Division of Executive Services, supports FGCU's faculty and staff through the following functions: Conducts/facilitates internal/external training and awareness sessions; Handles formal/informal discrimination complaints; Enhances the University's ability to attract, develop and retain diverse and key faculty and staff throughout all levels of the University; Monitors, evaluates, and reviews for relevancy, completeness, and implementation, policies, processes and procedures regarding equity and compliance and employment-related actions; certifies employment applicant pools to ensure diversity; and Authorizes waivers that meet a compelling interest or need of the University when filling job vacancies and making multiple-year faculty appointments.

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

Programs offered for staff mirror the programs offered to faculty.

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

[http://www.fgcu.edu/OIEC/role\\_staff.html](http://www.fgcu.edu/OIEC/role_staff.html)

# Support Programs for Future Faculty

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

## A brief description of the institution's programs that help increase the diversity of higher education faculty :

In support of the University's strategic initiative on diversity, the GRANT-IN-AID (GIA) EDUCATIONAL LEAVE AWARD PROGRAM provides paid educational leave to eligible faculty and staff pursuing programs of study that assist them toward enhancement and growth in their current and prospective university roles.

FGCU also offers a tuition voucher which is available to full-time FGCU employees, in an established position and /or on approved educational leave with or without pay, for FGCU courses only. Employees may take up to six credit hours of course work per term. Employees may assign this benefit to a eligible spouse and/or dependent who is enrolled in an undergraduate degree seeking program at FGCU. Registration is not subject to space availability, therefore employees may register according to the dates published in the Schedule of Classes.

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

[http://www.fgcu.edu/OIEC/files/GIA\\_Guidelines\\_2009.pdf](http://www.fgcu.edu/OIEC/files/GIA_Guidelines_2009.pdf)

# Affordability and Access Programs

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?**

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Yes

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

The purpose of TRIO Student Support Services is:

To increase retention and graduation rates of eligible students;

To increase the transfer rate of eligible students from two-year to four-year institutions;

To foster an institutional climate supportive of the success of low-income, first generation, and college students with disabilities through identified support services.

Eligibility includes:

First Generation (neither parent/guardian earned a Bachelor's Degree) and/or

Low income according to federal guidelines and/or

Have a documented disability in need of support services

Services Include:

Financial Literacy Workshops  
Peer Advocate Program  
Cultural Activities  
Financial Aid Advising  
Career Advising  
Technology Lab  
Tutoring  
Transfer Advising  
Educational Trips  
Personal Advising  
Academic Advising  
Resource Lending Library  
Grant Aid Opportunities  
Graduate School Advising

The Student Support Services Classic Grant at Florida Gulf Coast University is funded 100% through the Federal Education Department in the amount of \$255,505 annually. The Student Support Services STEM Grant at Florida Gulf Coast University is funded 100% through the Federal Education Department in the amount of \$220,000 annually.

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

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

The FGCU Teaching, Learning & Assessment Initiative promotes excellence in higher education pedagogy to enhance teaching, learning and assessment across the institution. The activities supported by the initiative highlight and promote national and disciplinary best practices in teaching, learning and assessment while sharing the best practices that are in place at FGCU.

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

College Reach Out Program is a State of Florida grant-funded program designed to prepare middle and high school students to successfully pursue and complete a post-secondary education. The program targets future first-generation college students currently in grades 6 through 12. The program also motivates students to develop basic learning skills, strengthen parent and student understanding of the benefits of postsecondary education, and foster personal and career development through supplemental instruction.

Public Schools Enrichment Partnership/Scholars Program was founded in 1989 by former Fort Myers High School junior, Christian Duffus, as a way to promote and reward academic achievement among minority students. Scholars Program has expanded to embrace minority and “at-risk” students at elementary, middle, and high school levels. Membership is open to all students who embrace the Scholars Program philosophy and ideas of academic excellence, leadership, service, and citizenship.

The Office of Community Outreach hosts monthly workshops to assist Florida Gulf Coast University students with their educational and developmental needs. The workshops also equip students with the skills needed to build their academic status. Workshops are

collaborative efforts with other University departments and community agencies, example include financial aid, counseling services, service learning, etc.

The Office of Community Outreach also Mentoring opportunities are set up for students from underserved or underrepresented populations. Mentoring relationships are fostered by pairing students with faculty or staff to assist those students in setting goals and building character all in hopes of increasing retention rates and student population.

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

#### HOPE AdvancED

The HOPE AdvancED Scholarship presents qualified Edison State College Project HOPE graduates with the opportunity to transfer to Florida Gulf Coast University, continue their education, and graduate with a Bachelor's Degree. FGCU has agreed to offer a scholarship to qualified Edison College Project HOPE Graduates up to 60 credit hours. Eligible candidates must have received their Associate in Arts Degree or an Associate in Science Degree from a program that has an articulation agreement with FGCU and have financial need.

#### Minority Community College Transfer Scholarship

The Minority Community College Transfer Scholarship (MCCTS) is a competitive program, for qualified minority (Alaskan Native, Native American, Asian, African American (Black), Hispanic, and Pacific Islander) Florida residents, which is awarded on the basis of financial need and/or academic merit, and other select criteria.

Additionally many need-based scholarships are available through the FGCU Foundation.

<http://www.fgcu.edu/Foundation/scholarships-results.asp>

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

Informational sessions are held by the College Reach Out Program (CROP) at the students' schools to ensure continuous communication among parents/guardians, teachers and counselors. Parents will be encouraged to consider higher education for themselves as well as for their children. Parents and guardians are encouraged to attend these special events, offered by the program, with their student.

Parents/guardians are invited to attend:

Financial Aid Workshops

Academic Advising Sessions

College and Career Fairs

Cultural and Athletic Events

College Knowledge Sessions

Florida Gulf Coast University Expositions

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

The mission of the Office of Community Outreach is to foster strong University-Community partnerships that increase the visibility, accountability, and participation of the University in the surrounding SW Florida community, assist with the recruitment and retention efforts of the University, and create a cohesive support system for students from traditionally underserved or underrepresented

backgrounds.

<http://www.fgcu.edu/CommunityOutreach/index.html>

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

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**A brief description of the institution's other financial aid policies or programs :**

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**A brief description of the institution's other policies and programs not covered above :**

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

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## Gender Neutral Housing

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

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :**

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

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

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# Employee Training Opportunities

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Does the institution make cultural competence trainings and activities available to all employees? :**

Yes

**A brief description of the cultural competence trainings and activities :**

The Office of Institutional Equity and Compliance conducts/facilitates internal/external training and awareness sessions, seminars, roundtable discussions, tours, conferences and forums that impact equity, compliance and diversity.

**The website URL where information about the trainings and activities are available :**

<http://www.fgcu.edu/OIEC/index.html>

# Student Training Opportunities

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

## Does the institution make cultural competence trainings and activities available to all students? :

Yes

## A brief description of the cultural competence trainings and activities :

The Office of Multicultural Student Services (MSS) holds many events and training throughout the year. Held during the first week of school, the Multicultural Student Services holds an event to welcome students back to the university and celebrate the various cultures at FGCU and around the world. The celebration includes student performances, guest speakers, distinguished faculty, and food.

### Disability Awareness

Honoring students with disabilities by promoting further understanding and awareness of disability history and the disability rights movement by acknowledging the role and contributions of individuals with disabilities in our society.

### Holocaust Remembrance

Honoring and remembering victims, survivors, and their families of the Holocaust. In Hebrew, Holocaust Remembrance day is called "Yom Hashoah".

### Passover Seder

A Jewish ritual feast that marks the beginning of the Jewish holiday of Passover. The Seder is a ritual performed by a community or by multiple generations of a family, involving a retelling of the story of the liberation of the Israelites from slavery in ancient Egypt.

### AIDS Awareness

Designed to raise awareness about Acquired Immune Deficiency Syndrome, or AIDS, the designation of October as AIDS Awareness Month places special focus on a disease with a yet undiscovered cure. December 1 has been designated as World AIDS awareness day in an effort to link countries together to increase education and eradicate this fatal disease.

### Woman's History

Celebrating the contributions of women to events in history and contemporary society. The purpose of Women's History Month is to increase the knowledge of the contributions of notable and ordinary women.

### Caribbean Month

Caribbean month pays tribute to the diverse cultures and immeasurable contributions of all who trace their heritage to the Caribbean. We also honor the bonds of friendship between the United States and Caribbean and celebrate the triumph of Caribbean Americans, a diverse community that encompasses many nationalities and languages.

#### Asian Awareness

Occurs throughout the year. Past events in the cultural seasons have included performances by ASIA- Spoken word Artist, martial arts demonstrations, and have addressed topics such as Asian Americans in politics. The focus is on implementation of programs, activities and University community

#### Black Heritage Month

Celebrates the contributions of African descendants during the February. Noted Black History author Carter G. Woodson established Negro History Week in 1926 to celebrate the achievements of African Americans. In 1976 this became known as Black History Month. The Multicultural Student Development Center staff along with student organizations and community groups host a variety of events that highlight Black culture, history and tradition. These events include plays, music, cultural dances, conferences, and a lecture series.

#### Native American Heritage Month

During November, the University pays tribute to Native American heritage. Past heritage months have included guest speakers, information from the Yatzki Native American Center, Ph.D.

#### National Coming Out Day

Gay, Lesbian, Bisexual and Transgender Cultural Month is October. In the past, this month has been highlighted with a film festival and noted speakers Judy Shepherd. The focus programs that support students and the campus community that reflect the richness of the GLBT community and its positive impact on our society.

#### Hispanic Heritage Month

From September 15 - October 15, the University celebrates Hispanic Heritage Month. Past heritage months have included guest speakers. Other programs have included Cafe Con Leche and a Health Fair. Programs and activities focus on the contributions of the Hispanic Culture and its impact on our society.

#### Diversity Week

Celebrated every April on FGCU campus. This week highlights various cultures across the spectrum. Programs include, workshops, brown bag sessions. Showcased are fashion, music, dance, and food, that reflect various cultures, including Indian, Vietnamese, African American, African Caribbean, Hispanic/Latino, Jewish, and Greek, Gender Issues, GLBT, Age.

#### Cultural Connections

Students from various cultural groups and organizations experiences an afternoon enjoying ethnic foods and meeting members from the University community.

**The website URL where information about the trainings and activities are available :**

<http://studentservices.fgcu.edu/mss/index.html>

# Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

<b>Credit</b>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

# Sustainable Compensation

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

## **Total number of employees working on campus (including contractors) :**

1671

## **Number of employees (including contractors) that the institution ensures earn sustainable compensation :**

1034

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

FGCU Human resources participates in annual bench marking surveys to determine if employees are earning average or prevailing wage.

Data for this submission included FGCU employees that earned benefits, those that did not, as well as contracted vendor employees that work on campus. The number of employees listed as earning sustainable compensation was derived by determining the number of people that earn benefits as part of their compensation packet. While contracted vendor employees may also be sustainably compensated, data was not available to make this determination.

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :**

2010

**The website URL where information about the institution's compensation policies and practices is available :**

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# Employee Satisfaction Evaluation

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

---

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

## Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

## A brief description of the institution's methodology for evaluating employee satisfaction :

From the Executive Summary of the Campus Climate and Culture Study, "Charged under the leadership of President Wilson Bradshaw in 2009, this year's campus climate and culture study is one of Florida Gulf Coast University's most rigorous and encompassing examinations of the campus experience of faculty and staff to date. Grounded in lessons learned from previous iterations and, guided by a cross-section of university faculty and staff, this survey provides critical data necessary for the University to become a learning organization at the forefront of higher education leadership in the new millennium.

Some highlights of the 2010 Survey implementation include:

- (1) Focus on building a multivariate understanding of where the university stands on a battery of dimensions, including but not limited to general satisfaction, morale, mission focus, communication, leadership, campus climate dynamics, perceptions of inclusion and exclusion, and other issues of diversity.
- (2) Data presented here focuses on both quantitative data collected through online survey deployment, and a second focus given to using open-ended comments to give texture and context to the quantitative survey responses.
- (3) Focused examination of how different groups of employees—for example, faculty and staff, gender groups, racial and ethnic groups, and sexual orientation groups—perceived the campus culture and climate at FGCU.
- (4) Intention to provide a community perspective that can be used to assist strategic work happening campus wide, charting the trajectory of the university over the next five to seven years.
- (5) Nearly a 60% response rate, suggesting that faculty and staff were interested in participating in a process that they felt was safe, secure, and that allowed them to have 5 an opportunity to make their voices heard.

## The year the employee satisfaction evaluation was last administered :

2010

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

<http://www.fgcu.edu/president/CCCSurvey.html>

# Staff Professional Development in Sustainability

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
  - The opportunity to participate in an institutional sustainability committee or group
- 

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

## Does the institution make training and professional development opportunities in sustainability available to all staff? :

Yes

## A brief description of the sustainability trainings and professional development opportunities available to staff :

The Human Resources Department partners with the John Scott Dailey Florida Institute of Government (IOG) at Florida Gulf Coast University to offer professional development training to interested employees.

Sustainability- Ensuring your Organization's Future in a Changing Society

Workshop Objectives:

Develop a strategic resource development plan to assist your organization in responding to these questions and the related circumstances.

Assist attendees in assessing their organization's (or program's) sustainability

Learn best practices for establishing a strategic resource development plan.

Listen to how funding authorities answer these questions - and provide recommendations that will help the nonprofit community increase organizational sustainability.

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

<http://www.fgcu.edu/IOG/featuredworkshops.html>  
STARS Reporting Tool | AASHE | Sierra Magazine



# Sustainability in New Employee Orientation

## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

**Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :**

No

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

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

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# Employee Sustainability Educators Program

## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

**Total number of people employed by the institution :**

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**Program name (1st program) :**

---

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

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

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

---

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

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

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

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

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

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

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

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

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**Program name(s) (all other programs) :**

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

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

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

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

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

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :**

Yes

**A brief description of the child care program, policy, or practice :**

The Family Resource Center is an Educational Research Center for Child Development (ERCCD) on campus at Florida Gulf Coast University. Affiliated with the College of Education the Center offers quality early care and education to 55 children between the ages of 6 weeks and 5 years.

A School Age Program provides full time care during the summer and for school closings during the academic year to children 6 years or older.

The primary purpose of the Center is to provide the children of university students, employees, and the community with a quality early education experience. The Center also serves as a practica site for students studying child development and education, a site for fulfilling the university's service-learning requirement, a site for part-time student employment, and a site for research.

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

<http://www.fgcu.edu/frc/index.html>

# Employee Wellness Program

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

**Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :**

Yes

**A brief description of the employee wellness program, policy, or practice :**

FGCU offers a confidential and no cost Employee Assistance Program (EAP) that is available for all faculty, A&P and Support Personnel employees and their immediate family members. The EAP professional staff is available to assist with problems including, but not limited to, those associated with marital and family difficulties, financial, legal, alcohol and drug abuse, emotional difficulties, aged parents, grief and abuse.

All Campus Recreation Facilities and Fitness Classes are FREE for all current students, current A&P/SP Staff, and current full-time Faculty. This includes the fitness center/gym, aquatics center, outdoors program, and intramural sports.

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

[http://www.fgcu.edu/HR/EAP\\_newsletters.html](http://www.fgcu.edu/HR/EAP_newsletters.html)

# Socially Responsible Retirement Plan

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

### **Does the institution offer a socially responsible investment option for retirement plans? :**

Yes

### **A brief description of the socially responsible investment option for retirement plans :**

Fidelity- Select Environment and Alternative Energy

TIAA-CREF- CREF Social Choice Account

VALIC- Company II Socially Responsible Fund

Company I Global Social Awareness

Ariel Fund & Ariel Appreciation Fund

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

<http://www.fgcu.edu/HR/retirement.html>

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

**Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?**

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**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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**Members of the CIR, including affiliations :**

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

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

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# Shareholder Advocacy

## Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :**

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**Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :**

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**Has the institution conducted a negative screening of its entire investment pool within the last three years? :**

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

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**The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :**

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# Positive Sustainability Investments

## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

**Total value of the investment pool :**

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

---

**Value of holdings in businesses selected for exemplary sustainability performances :**

---

**Value of holdings in sustainability investment funds, such as a renewable energy investment fund :**

---

**Value of holdings in community development financial institutions (CDFIs) :**

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**Value of holdings in socially responsible mutual funds with positive screens :**

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**A brief description of the companies, funds, and/or institutions referenced above :**

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

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## Student-Managed Sustainable Investment Fund

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

**Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :**

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**A brief description of the student-managed sustainable investment fund :**

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**The website URL where information about the fund is available :**

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# Sustainable Investment Policy

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

**Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :**

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**A brief description of the sustainable investment policy :**

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**The website URL where information about the policy is available :**

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## Investment Disclosure

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

**Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :**

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**A brief description of the institution's investment disclosure practices :**

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**The website URL where information about investment disclosure available :**

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# Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

# Community Sustainability Partnerships

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

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

## Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

## A brief description of the institution's sustainability partnerships with the local community :

FGCU has many of these partnerships throughout the community from providing service learning student volunteers to numerous sustainability-based organizations to faculty and staff sitting on community and governmental committees and boards. In addition, many of our faculty and staff serve as expert speakers on sustainability topics to groups like, Kiwanis, Rotary Clubs, and Chambers of Commerce. Our university Small Business Development Center assists local business with "going green" and promotes "green" businesses.

One particularly notable partnership is the Wings of Hope program. This program is an integral part of the Environmental Humanities curriculum and service learning at FGCU. University students are introduced to native Southwest Florida wildlife species, their habitats, water conservation and "green" ways a person can help our earth. They then bring this knowledge to young students in 1st - 5th grade with science-based environmental education programs. Elementary school students are bussed to FGCU or programs are presented in their schools - public and private schools in Collier and Lee Counties.

## The website URL where information about sustainability partnerships is available :

<http://www.fgcu.edu/CAS/WingsofHope/index.html>

# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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

## **Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community? :**

Yes

## **A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions :**

In order to achieve our goal of advancing innovative educational research methodologies and pedagogies, the Center for Environmental and Sustainability Education maintains an active scholarly agenda. This includes philosophical research and curriculum and program development. This work takes place in a variety of educational settings and geographical locations ranging from local to global. The scholarly activity includes books, journal articles and book chapters, and presentations. Much of our research and writing is in the field of Earth Charter scholarship. The Center has established an international reputation in this field. An in depth listing of the Center for Environmental and Sustainability Education's publishing and presentations may be found at

<http://www.fgcu.edu/CESE/research.html>

In addition the listing of all university professional presentations, new grant awards, recent publishings, promotions, and outstanding awards and recognitions, such as fellowships, elections to office in professional organizations, and leadership may be found at

<http://www.fgcu.edu/CRM/performance.asp>

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

FGCU joined the Leadership Circle as an early signatory of the American College and University Presidents' Climate Commitment (ACUPCC). We are a member of the Association for the Advancement of Sustainability of Higher Education (AASHE) and were [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

beta-testers for the Sustainability Tracking, Assessment & Rating System (STARS). The university is an Earth Charter Affiliate, a member of the United States Green Building Council (USGBC), participates in the Collins Center Educational Alliance for Sustainable Florida (EASF), and has members on the the Estero Bay Agency on Bay Management. Faculty and Administrators also sit on numerous other local, state, regional, national, and international organizations related to sustainability.

**A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :**

In 2010 FGCU also hosted the 2nd International Humanities and Sustainability Conference.

<http://www.fgcu.edu/CAS/HandSCon/index.html>

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

---

# Sustainability in Continuing Education

## Criteria

### Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

### Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

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

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**Number of sustainability continuing education courses offered :**

---

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

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**Does the institution have a sustainability-related certificate program through its continuing education or extension department? :**

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**A brief description of the certificate program :**

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**Year the certificate program was created :**

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**The website URL where information about sustainability in continuing education courses is available :**

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# Community Service Participation

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

**The number of students engaged in community service :**

3723

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

7019

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

<http://www.fgcu.edu/Connect/orientation.html>

# Community Service Hours

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

---

## Submission Note:

FGCU tracks the number of total service-learning hours performed by our students by academic year. So from May 2010-May 2011 the total is 140,052.5 hours, which is an increase of over 25,000 hours from the previous academic year.

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

## The number of student community service hours contributed during a one-year period :

140053

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

7019

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

<http://www.fgcu.edu/connect/>

# Sustainability Policy Advocacy

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## Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

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## Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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

## **Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :**

Yes

## **A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated :**

As a publicly funded University, FGCU primarily supports open dialogue about public policy and research efforts to resolve questions affecting decision making rather than to advocate directly for any specific public policy. Nevertheless, through its participation with the State Board of Governors, and regional taskforces and committees, the University does promote sustainability through public policy. Below are a few examples from the last three years.

- In December 2009 FGCU negotiated a change in policy with Florida Commuter Services to allow participants in our ride sharing program Ride2FGCU (

[www.Ride2FGCU.com](http://www.Ride2FGCU.com)

) to automatically be enrolled and allowed to participate in Commuter Services' Emergency Ride Home program.

- Dr. Gerry Segal moderated a session on alternative energy at the 2010 Southwest Florida Green Futures exposition.
- FGCU Environmental Health and Safety director participated on the City of Bonita Springs Sustainability 2046 working group during the spring 2011 term.
- The FGCU Director of Facilities sits on the Lee County Metropolitan Planning Organization as a representative of FGCU.
- FGCU regularly works with the local Regional Transit Authority to find ways to increase the frequency and scope of bus service to the FGCU campus. This includes contracting to pay the RTA to provide additional bus service to the campus. Transportation in terms of reducing vehicle miles on local roads, increasing pedestrian and bicycle traffic to the campus, and increased bus service are a part of the University's Master Plan (

<http://www.fgcu.edu/Facilities/MasterPlan.html>)currently

under revision.

- FGCU faculty participates on the Estero Bay Agency on Bay Management, and in September 2009 FGCU hosted the Estero Bay Watershed Public Symposium. (

<http://faculty.fgcu.edu/ndemers/esterowatershedsymp09/2009%20Estero%20Bay%20Watershed%20Symposium%20Flyer.pdf>

)

- In 2010, Dr. Peter Corcoran was elected to a steering committee at UNEP (United Nations Environment Programme) in Nairobi, Kenya, spoke at a special celebration of Earth Charter +10 in Amman, Jordan, and addressed members of diplomatic delegations at UNESCO in Paris, France. (

<http://www.fgcu.edu/CESE/2010archives.html>

)

**The website URL where information about the institution's advocacy efforts are available :**

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# Trademark Licensing

## Criteria

### *Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### *Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

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

**Is the institution a member of the Worker Rights Consortium? :**

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

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

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**The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available :**

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## Graduation Pledge

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

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

No

**A brief description of the graduation pledge program :**

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

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# Community Service on Transcripts

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

## Does the institution include community service achievements on student transcripts? :

Yes

## A brief description of the practice :

One of the defining characteristics of Florida Gulf Coast University is its institutional commitment to service, put into practice through the civic engagement activities of faculty, staff and students. Service-learning connects students to the community and the classroom to the real world. Through service-learning students are both learners and teachers, sharing themselves and their knowledge and, in turn, learning from the clients and the environment where they serve. Because service-learning is such a powerful teaching tool and because service-learning sets the stage for continued community involvement, University founders established service-learning as an undergraduate requirement. We call our service-learning program EaglesConnect.

<http://www.fgcu.edu/connect/>

Students admitted to FGCU as first-year students or lower level transfers must complete 80 hours of service-learning as part of their graduation requirement. Students admitted as upper-level transfers must complete 40 hours of service-learning as part of their graduation requirement.

Students who have already completed a bachelor's degree at another institution and are admitted to FGCU to complete a second undergraduate degree must complete 40 hours of service-learning as part of their second degree's graduation requirements. Students who have completed a bachelor's degree at FGCU and are re-admitted to FGCU to complete a second undergraduate degree have already fulfilled the degree requirements for service-learning; however, if they register for a class that has a service-learning requirement, they are obligated to complete it as a component of the course's requirements.

Agreement and Verification forms are used to document service-learning hours. The FGCU student transcripts show the total of service hours students have completed until they've reached their 40 or 80 hour requirement. Then it is listed on the transcript as COMPLETED.

## The website URL where information about the practice is available :

<http://www.fgcu.edu/Catalog/connect.asp>

# Farmers' Market

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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

### **Does the institution host a farmers' market for the community? :**

Yes

### **A brief description of the farmers' market :**

While we don't have the traditional farmer's market set up, FGCU serves as a pick up location for our nearby community from an 85-acre certified organic family farm in Southwest Florida.

The farm's organic produce is available directly to the local community in season, Fall through Spring, through a community supported agriculture (CSA) farm membership program. The farm produces over 50 different varieties of certified organic vegetables, fruits, herbs, and flowers, without conventional pesticides or synthetic fertilizers.

### **The website URL where information about the market is available :**

<http://www.wordenfarm.com/WordenFarmMembershipClassicBox.html>

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
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- 

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

## A brief description of the innovative policy, practice, program, or outcome :

FGCU Receives \$200,000 grant award in support of Backe Chair in Renewable Energy and a \$600,000 donation to establish the Sproul Chair for Habitat Restoration & Management.

In November 2010 Florida Gulf Coast University (FGCU) received a \$200,000 grant award under the New Florida Initiative (

) Scholars Boost Program to assist FGCU in recruiting the Backe Chair in Renewable Energy.

The Backe Chair is a highly significant hire for FGCU as the holder of this position will be expected to propel the advancement of sponsored research in renewable energy, cultivate existing strengths and partnerships, and significantly contribute toward the development of the FGCU Innovation Hub (iHub). FGCU has entered into a public/private partnership to build the iHub research park on 241 acres located near the FGCU campus. The iHub will include a new 50,000 sq. ft FGCU building dedicated to the study of renewable energy including solar, wind, bio-fuels and other alternative energy sources, and the integration of appropriate green technologies, and related science needed to support and exploit these sources in a sustainable manner. The Backe Chair will have a leadership role in the design and development of the FGCU building and will help lead our expanding initiative in renewable energy research.

In addition to the Backe Chair, a \$600,000 gift by Naples developer and philanthropist Judy Sproul will enable Florida Gulf Coast university to add a renowned authority on tropical systems and ecology to its faculty.

The university will apply for a 70% matching grant from the state, bringing the gift's value to \$1.02 million. The eminent scholar who fills this position will provide leadership and conduct research aimed at enhancing the southwest Florida environment and enriching the education of students majoring in environmental science and environmental studies. He or she will also conduct lectures and seminars for the community.

The person selected as the result of a national search will work primarily at the university's new Harvey Kapnick Education and Research Center at the Naples Botanical Garden.

**A letter of affirmation from an individual with relevant expertise :**

[Eminent Scholar positions.pdf](#)

**The website URL where information about the innovation is available :**

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### Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

---

### Criteria

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- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

FGCU uses alternative methods to heat water on campus.

The water in both pools at the FGCU Aquatic Center are heated in the winter and chilled in the summer by using geothermal technology to keep them a constant year round temperature.

The newest dormitory phases uses solar thermal water heating for its 822 student residents.

**A letter of affirmation from an individual with relevant expertise :**

[south housing solar water.pdf](#)

**The website URL where information about the innovation is available :**

[http://www.fgcu.edu/Alumni/Images/pinnacle\\_0910-2\\_winter.pdf](http://www.fgcu.edu/Alumni/Images/pinnacle_0910-2_winter.pdf)

### Responsible Party

**Lewis Johnson**

Director

Environmental Health and Safety

---

### Criteria

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- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

Florida Gulf Coast University has completed construction of a 15-acre solar photovoltaic array that produces approximately 85 percent of the energy needed to operate its Engineering and Business School buildings, as well as AB-7, the newest science laboratory and classroom building for the College of Arts and Sciences. The University's total reliance on Florida Power & Light Co. is reduced by 18 percent, thanks to the power generated by rows of solar panels that tilt and rotate as they "follow" the sun throughout the day.

**A letter of affirmation from an individual with relevant expertise :**

[solar power letter.pdf](#)

**The website URL where information about the innovation is available :**

<http://www.fgcu.edu/Facilities/SolarField.html>

## Innovation 4

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### Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

To promote the use of low emitting and fuel efficient vehicles, preferred parking and discounted faculty/staff parking permits are available for certain qualifying vehicles.

### **A letter of affirmation from an individual with relevant expertise :**

[Sustainable Parking Incentives.pdf](#)  
[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

**The website URL where information about the innovation is available :**

<http://www.fgcu.edu/Parking/decals.html>

# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

# New Student Orientation

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## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

## Criteria

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

---

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

**Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :**

Yes

**Provide a brief description of the presentations, speakers or skits :**

Presentations are given on The University Colloquium: A Sustainable Future, which is a course that all of our students take to provide a sense of place and an understanding of the unique ecological features of the Southwest Florida environment. Students are also given presentations highlighting Service Learning opportunities and about campus wildlife.

**Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :**

No

**Provide a brief description of the presentations :**

---

**Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :**

No

**Provide a brief description of the activities :**

---

**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :**

No

**Provide a brief description of the efforts :**

---

**Does the institution incorporate sustainability into new student orientation in other ways? :**

No

**Provide a brief description :**

---

# Food Education

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

## Criteria

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

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

### **Are students educated in an academic class about how to make eco-positive food choices? :**

Yes

#### **Provide a brief description :**

"Greening Service Learning: Teaching Social Justice and Sustainability via a Sociology of Food course" taught by Kris De Welde, Social and Behavioral Sciences, Ph.D.,

### **Are students educated in dining facilities about how to make eco-positive food choices? :**

---

#### **Provide a brief description :**

---

### **Are students educated during orientation about how to make eco-positive food choices? :**

---

#### **Provide a brief description :**

---

### **Are students educated in other venues about how to make eco-positive food choices? :**

Yes

#### **Provide a brief description :**

One of the primary goals of the Center for Environmental and Sustainability Education is "To educate for an ecologically literate citizenry and to advance civic engagement in the critical environmental issues of the Western Everglades and Barrier Islands. Key areas

of emphasis will include ethics, activism, and the literary arts.”

In order to achieve this goal, we have created two signature events, the Rachel Carson Distinguished Lecture, which occurs in the Spring, and the Terry Tempest Williams Student Dialogue, which occurs in the Fall. In addition to these Signature Events, the Center hosts other Public Events.

In Fall 2011 Our Dialogue entitled, "Ocean Conservation and Sustainability," focused on the negative effects that human activities have on marine ecosystems. Panelists Vikki Spruill, President and CEO of the Ocean Conservancy in Washington D.C., and Sheila Bowman, Senior Manager of Outreach and Education for the Monterey Bay Aquarium Seafood Watch Program in Monterey, California, addressed many of the major issues affecting the health of our oceans. This talk focused on selecting sustainable seafood. Past dialogues included "Food Systems and Climate Change", "Food, Ethics, and Sustainability", and " Social Justice and Human Rights in Immokalee, Florida"

**Is there a program by which students are encouraged to and/or taught how to grow their own food? :**

Yes

**Provide a brief description of the program :**

The FGCU Food Forest is a student-run botanical garden which highlights tropical/subtropical edible species that grow well in South Florida. The purpose of this garden is to provide the student body with the opportunity to learn about different types of edible and useful species from all over the world that can be grown in South Florida.

# Food and Beverage Purchases

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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## Criteria

Institution provides details of its food and beverage purchases.

---

### Submission Note:

The 100 mile radius surrounding Florida Gulf Coast University consists mainly of the Gulf of Mexico and the sensitive Everglades and surface level aquifers.

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

**The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :**

0

**The percentage of food and beverage expenditures that were grown within 100 miles of the institution :**

0

**List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :**

N/A

**List items procured for dining services from on-campus organic garden(s) :**

---

**The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :**

---

**List all Fair Trade certified items purchased :**

Exact data insufficient at this time.

# Confinement-Free Food Purchases

---

**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

**Criteria**

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

---

**Submission Note:**

Percentage of total purchases.

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

**Type of cage-free / free-range eggs purchased :**

---

**Percentage purchased :**

---

**Comments :**

---

**Type of confinement-free product purchased (1st product) :**

Boneless Chicken Thighs, Jumbo Chicken Wings, Chicken WIngs with tip

**Percentage purchased (1st product) :**

1.28

**Comments (1st product) :**

Purchased from Sanderson

**Type of confinement-free product purchased (2nd product) :**

Grade A Tom Turkey, Tome Turkey Whole Semi boneless

**Percentage purchased (2nd product) :**

0.50

**Comments (2nd product) :**

Purchased from House of Raeford

**Type of confinement-free product purchased (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of confinement-free product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

# Vegetarian-Fed Food Purchases

## Criteria

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

---

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

**Type of vegetarian-fed product purchased (1st product) :**

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

**Type of vegetarian-fed product purchased (2nd product) :**

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of vegetarian-fed product purchased (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of vegetarian-fed product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

**Type of vegetarian-fed product purchased (5th product) :**

---

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

---

# Hormone-Free Food Purchases

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

## Criteria

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

---

### Submission Note:

Percentage of total purchases.

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

### Type of hormone-free product purchased (1st product) :

Sanderson Farms Chicken

### Percentage purchased (1st product) :

2.14

### Comments (1st product) :

---

### Type of hormone-free product purchased (2nd product) :

---

### Percentage purchased (2nd product) :

---

### Comments (2nd product) :

---

### Type of hormone-free product purchased (3rd product) :

---

### Percentage purchased (3rd product) :

---

**Comments (3rd product) :**

---

**Type of hormone-free product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

**Type of hormone-free product purchased (5th product) :**

---

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

---

# Seafood Purchases

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

## Criteria

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

---

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

### **Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :**

Shrimp - coldwater

### **Percentage purchased (1st product) :**

0.01

### **Standard used (1st product) :**

Monterey Bay Aquarium Seafood Watch guidelines

### **Comments (1st product) :**

---

### **Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :**

Catfish

### **Percentage purchased (2nd product) :**

0.20

### **Standard used (2nd product) :**

Monterey Bay Aquarium Seafood Watch guidelines

### **Comments (2nd product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :**

Clam Chopped, Fancy

**Percentage purchased (3rd product) :**

0.02

**Standard used (3rd product) :**

Monterey Bay Aquarium Seafood Watch guidelines

**Comments (3rd product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :**

Clam Chopped, Surf

**Percentage purchased (4th product) :**

0.03

**Standard used (4th product) :**

Monterey Bay Aquarium Seafood Watch guidelines

**Comments (4th product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :**

---

**Percentage purchased (5th product) :**

---

**Standard used (5th product) :**

---

**Comments (5th product) :**

---

# Dishware

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

## Criteria

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

---

### Submission Note:

Polystyrene is currently being removed and a reusable to go container program has been introduced with meal plans currently being sold.

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

**Does the institution offer reusable dishware at its dining services locations? :**

Yes

**Does the institution offer plastic dishware at its dining services locations? :**

Yes

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :**

Yes

**Does the institution offer post-consumer recycled content dishware at its dining services locations? :**

---

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

No

**Does the institution offer other types of dishware at its dining services locations? :**

Yes

**Provide a brief description. :**

Reusable To Go Containers

# Energy Initiatives

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

## Criteria

Institution provides details about its energy initiatives.

---

### Submission Note:

Most of the buildings on campus are less than 10 years old, and are already build to very efficient standards. Energy recovery ventilators and lighting sensors have been added to some buildings, as well as adding a 2MW solar field to campus. Solar field energy reductions are not included in the numbers above, but have resulted in an 18% reduction in purchased electricity.

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

**The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :**

22

**The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

1.50

**The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :**

1.50

**The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

---

**The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

---

**The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

---

**The combined gross square footage of all buildings that are ENERGY STAR labeled :**

---

**The names of all buildings that are ENERGY STAR labeled :**

---

# Energy Use by Type

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

## Criteria

Institution reports its energy use by type.

---

### Submission Note:

18% of electricity is generated from the campus 2MW solar field.

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

**The percentage of total electricity use from coal. :**

4.20

**The percentage of total electricity use from wind. :**

0

**The percentage of total electricity use from biomass. :**

0

**The percentage of total electricity use from natural gas. :**

52.34

**The percentage of total electricity use from solar PV. :**

18

**The percentage of total electricity use from geothermal. :**

0

**The percentage of total electricity use from nuclear. :**

16.50

**The percentage of total electricity use from hydro. :**

0

**The percentage of total electricity use from other. :**

8.20

**Provide a brief description. :**

Unknown/purchased

**The percentage of total energy used for heating buildings from coal. :**

0

**The percentage of total energy used for heating buildings from biomass. :**

0

**The percentage of total energy used for heating buildings from electricity. :**

0

**The percentage of total energy used for heating buildings from natural gas. :**

0

**The percentage of total energy used for heating buildings from geothermal. :**

0

**The percentage of total energy used for heating buildings from fuel oil. :**

0

**The percentage of total energy used for heating buildings from other. :**

0

**Provide a brief description. :**

We do not heat our buildings.

**If cogeneration, please explain. :**

---

## Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

## Criteria

Institution provides details about its procurement efforts.

---

### Submission Note:

Currently we do not keep record of the percentage of appliances purchased that are Energy Star rated. While we do not have an official university policy to purchase Energy Star or equivalent whenever possible, we do have a directive to do so. We also include language in our vending contracts that machines must either be Energy Star rated or have a VendMiser installed.

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

**The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :**

0

**Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :**

Yes

**The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :**

15.30

**Does the institution's vendor code or policy require vendors to use less packaging? :**

No

## Bike Sharing

---

### Responsible Party

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

### Criteria

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

---

#### Submission Note:

The new FGCU Campus Recreation Pedal Power bike sharing program is designed to decrease traffic & parking congestion, limit pollution & Ghg emissions, and encourage health & physical exercise around campus. The bikes were salvaged from ones that were abandoned on campus and refurbished. There is frequently a waiting list for the bikes. Campus Recreation is currently seeking sponsors for more bikes and supplies for this very popular program.

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

**The number of bicycles available through bike sharing programs :**

8

## Water Initiatives

---

**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

---

**Criteria**

Institution provides details about its water initiatives.

---

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

**Is there is a ban or restriction on selling or distributing bottled water on campus? :**

No

**Provide a brief description of any bottled water ban or restriction :**

---

**Does the institution meter any of its non-potable water usage? :**

No

**The percentage of urinals on campus that are waterless :**

0

# Endowment

## Criteria

Institution provides details about its endowment.

---

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

**The institution's total endowment market value as of the close of the most recent fiscal year :**

---

**Date as of :**

---

**Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :**

---

**If yes, or if currently under consideration, provide a brief description :**

---

**Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :**

---

**Size of capital commitments made within past 3 years :**

---

**Provide a brief description :**

---

**Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :**

---

**Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :**

---

**Do investment managers handle the details of proxy voting on environmental and social resolutions? :**

---

**Do investment managers handle the details of proxy voting on corporate governance resolutions? :**

---

**Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :**

---

**Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :**

---

**Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :**

---

**Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :**

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**Does a single administrator determine proxy votes on environmental and social resolutions? :**

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**Does a single administrator determines proxy votes on corporate governance resolutions? :**

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**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :**

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**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :**

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**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on enviromental and social resolutions? :**

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**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :**

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**Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :**

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**Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :**

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# Sustainability Staffing

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**Responsible Party**

**Kathleen Crawford**

Sustainability Coordinator  
Environmental Health & Safety

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**Criteria**

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

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

**The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :**

1.55

**FTE staff on payroll :**

1.30

**FTE student intern/fellow :**

0.25