



# Furman 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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

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**Program name (1st program) :**

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

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

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

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

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**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 for 1st Program :**

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

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

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

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

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

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

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**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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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) :

Water Walk

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

The Global Issues Forum (GIF), a student group which stemmed from Furman's Year of Global Citizenship (2010-2011), sponsored several activities throughout the 2011-2012 academic year, focusing on the global issue of water. The primary goal of the campaign was to expose the widespread reach of the global water crisis and show Furman's students how deeply this crisis affects their everyday lives as global citizens. GIF and other student groups hosted several prominent speakers, including Dr. Peter Rogers, Gordon McKay Professor of Environmental Engineering at Harvard University; Dr. Eduardo Perez, Water and Sanitation expert at The World Bank; and John

Tynan, member of the Greenville County Water Commission. These speakers discussed the importance of sanitation and potable water, as well as the local, national, and global conflicts arising due to water shortages.

GIF's culminating event was Water Walk, a campus-wide campaign in which students and faculty carried gallons of water for one mile to symbolize the trek that people in developing countries often must make to reach potable water. Held in conjunction with the walk was Furman's third annual Soccer Extravaganza, in which teams of students, faculty, and staff competed throughout the day. The university's goal for the campaign was to raise \$12,500 to match a \$12,500 grant from The Duke Endowment funding the construction of a potable water system in Esperanza San Antonio, Guatemala. Dr. John Beckford, Dean of the Faculty, challenged all academic departments to participate in the Water Walk, offering a \$500 prize to the department with the most participants. Overwhelming support of Water Walk and the Soccer Extravaganza allowed GIF to reach their goal, donating a total of \$25,000 to the construction of Esperanza San Antonio's water system.

In the past, students have travelled to Guatemala to study global sustainability, and Furman will send future groups to Esperanza San Antonio, maintaining a relationship with the people of the village.

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

The university successfully reached a broad group of students, as well as faculty, staff, alumni, and community members. With over 400 participants, the drive met and exceeded the goal of raising \$12,500 to match a grant of \$12,500 from The Duke Endowment to support the construction of a potable water system in Esperanza San Antonio, Guatemala.

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

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# Sustainability in New Student Orientation

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :

Since 2009, Furman's five-day new student orientation has included an hour-long session focused on sustainability. In 2010 and 2011, new students attended a student-designed session focused on introducing new students to Furman's sustainability efforts, ways in which students can get involved in sustainability, and sharing information about sustainable practices on campus.

## 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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

Furman's sustainability website shares information about the university's sustainability efforts, including in academics and curriculum, student engagement, and implementation of the sustainability master plan. It also provides resources on sustainability for the Furman community.

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

<http://www.furman.edu/sustain>

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

Yes

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

The David E. Shi Center for Sustainability publishes a student-written newsletter twice yearly, highlighting student research in sustainability, new programs and projects, and other newsworthy items.

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

<http://www2.furman.edu/academics/shicenter/News/Pages/newsletter.aspx>

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

No

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

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**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? :**

No

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

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**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 :**

The Dining Hall displays signs to highlight foods or ingredients sourced locally or organically. Aramark staff create and display the signs daily based on changing ingredients. Additionally, the Dining Hall provides two theme meals per year focused on sustainably-sourced foods (Local and Organic Meal Day); these two meals are an occasion to provide additional signage and information about the food provided by the Dining Hall, as well as an occasion to provide the most locally or organically sourced food possible.

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

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

Yes

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

Over the past several years, Furman's Planning and Grounds Department, in collaboration with faculty members, students, and the Shi Center for Sustainability, has been heavily engaged in a restoration project for Furman Lake, the 30 acre manmade lake at the center of campus. As part of the restoration project, signs sharing information about the no-mow areas, native plantings, and rain gardens that have been implemented around the lake area. Three signs were provided by the National Fish and Wildlife Foundation, in cooperation with Upstate Forever (a local non-profit) and Furman University. Brochures are also available to provide additional information and direct visitors and community members to the lake restoration project website.

**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? :**

Yes

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

The Shi Center for Sustainability offers walking tours of Furman's sustainability efforts, focused on the university's identified sustainability living-learning laboratories, to classes, university guests, and other visitors and interested parties. These tours include Furman's renewable energy efforts, LEED buildings, sustainability engaged living programs, Furman Farm organic-practice garden, lake restoration project, replica Thoreau Cabin, solar aquatic wastewater treatment facility, Place of Peace Buddhist temple, and the LEED-Gold Cliffs Cottage, home to the Shi Center for Sustainability.

**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? :**

No

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

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

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**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 :**

Furman's Green Guide for students provides information on how students can live and act more sustainably on campus; information on getting engaged in sustainability-oriented co-curricular activities on campus; information on curricular options for sustainability; and information on engaging in the Greenville community with sustainability and the environment. The Green Guide was developed by students, to meet the needs of the student community at Furman.

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

<http://rocks.furman.edu/greenguide/>

**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) :**

Yes

**A brief description of this material :**

The Green Scene at Furman is a blog maintained by the Bank of America Student Sustainability Fellows (one incoming student each year is selected for a four-year renewable fellowship). The blog is updated regularly with Furman sustainability news, information about Furman and community events, summaries of student research, and other material written by the Fellows. The Bank of America Fellows work closely with the Shi Center for Sustainability to share timely news and information related to Furman's sustainability efforts. This blog is targeted to the student population and finding ways to engage and inform fellow students.

**The website URL for this material :**

<http://furmangreenscene.wordpress.com/>

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

Yes

**A brief description of this material :**

The Shi Center for Sustainability has a column in the regularly published employee newsletter, Inside Furman. The column, called Sustainable Living, features stories and news from Furman's sustainability efforts. This is a way to share information with the administration, faculty members, and staff, both related to Furman's broader efforts and the contributions individual employees can make.

**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

**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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :

The Environmental Action Group (EAG) is a student-led, non-partisan group committed to environmental advocacy and education. By promoting stewardship of local and global resources, EAG strives to protect the planet for the people of tomorrow.

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

-EAG hosted a fundraising contra dance, whose proceeds were donated to the construction of a potable water system in Esperanza San Antonio, Guatemala

-Annual Coal Dump: EAG and members of Furman's Earth and Environmental Science Department calculated how much coal the average Furman student uses in one day, and placed that amount of coal in a large Christmas box on the steps of the James B. Duke Library. The coal is reused every year.

-The group hosted Captain Charles Moore, oceanographer and founder of the Algalita Marine Research Foundation. Captain Moore lectured about his area of expertise: the massive anthropogenic plastic load located in the North Pacific Gyre, a far remote reach of the Pacific Ocean.

-Annual Tire Pressure Check: On the last day of classes before the Thanksgiving Holiday, EAG hosts a free tire pressure check and air fill-up for all students, faculty, and staff in an attempt to increase fuel-efficiency and safety while driving.

## List other student groups that address sustainability :

Furman in the Garden, Global Sustainability Club, Global Issues Forum

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

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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

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

Yes

**A brief description of the garden :**

The Furman Farm is a hands-on experience in sustainable agriculture and small scale food production. The 1/4 acre, organic-practice Furman Farm is open to both students and community members for volunteer opportunities and purchases at the Blackwell Farm Stand. Student workers work with the Farm Manager and Student Assistant Farm Manager to maintain the garden, sell produce, and manage volunteer assistance. The Farm is also supported by a student organization, Furman in the Garden, whose members raise money for and awareness about the Farm, in addition to volunteering. The Farm sells its produce at the on-campus farm stand and also has a small community-supported agriculture program for eligible faculty, staff, and students.

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

<http://www2.furman.edu/academics/sustainability/ForStudents/Pages/FurmanFarm.aspx>

## Model Room in a Residence Hall

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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

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

No

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

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

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# Themed Housing

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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*"---" 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? :**

Yes

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

Furman offers two sustainability-themed engaged living programs, both of which involve a competitive application process. The Environmental Community of Students (ECOS) program is for first year students, who agree to live together and take two courses together focused on environment and sustainability. The students also agree to work 3-5 hours per week on a sustainability project during the course of their first year and receive a stipend of \$1000 for their work. 15 students are selected for the program each year. The Greenbelt community serves upper class residents (sophomores, juniors, and seniors) who are interested in learning about and living an environmentally sustainable life. Residents participate in programming throughout the year designed to foster the creation of a sustainable community.

**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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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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*"---" 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? :**

Yes

**A brief description of the enterprise :**

The university has two student-managed programs for selling produce grown on campus at the Furman Farm, a student-run 1/4 acre organic-practice garden. The students work under the supervision of the Farm and Compost Manager. Produce is sold weekly at the Randy Blackwell Farm Stand, open to students, employees, and community members during the growing season. Additionally, 2010 saw the launch of a community-supported agriculture program for Furman employees and students. Participants pay a set amount per week in exchange for a share of the produce harvested that week. In both cases, students gain skills in both business and agriculture; students, under the supervision of the Farm and Compost manager, make decisions controlling prices, quantity to harvest, and crop varieties.

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

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# Sustainability Events

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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) :

Furman is committed to providing sustainability programming and bringing high-profile speakers and events to advance awareness of sustainability on campus.

In Spring 2011 and the 2011-2012 academic year, the Arthur Vining Davis Foundation sponsored a sustainability speaker series, including:

- Dr. Robert Bullard, Ware Professor of Sociology and Director of the Environmental Justice Resource Center at Clark Atlanta University, spoke about health, sustainable development, and justice issues.
- A panel discussion, "A Water Ethic for South Carolina," featuring newspaper and magazine journalist Dr. Cynthia Barnett; Furman Earth and Environmental Sciences professor Brannon Andersen; Chief Executive Officer of Greenville Water David Bereskin; Director of Operations at Renewable Water Resources Glen McManus; and Gene McCall, a Greenville attorney practicing water and environmental law.
- Dr. Will Wilson, associate professor of biology at Duke University, who addressed the value of urban green space.
- Dr. Kari Norgaard, associate professor of sociology and environmental studies at University of Oregon
- Polar explorer Eric Larsen
- Chef and author Martha Hall Foose, who spoke about her Southern cooking experiences and the importance of local food traditions.
- Author and entrepreneur Diane MacEachern, founder of

[biggreenpurse.com](http://biggreenpurse.com)

, whose lecture focused on consumer purchasing power and its impact on the existence and success of sustainable production in the global market.

-Mushroom researcher Tradd Cotter, whose presentation "Biological Allies for Humans" explored the uses of fungi and provided unique insights into the cultural understandings of the use of mushrooms in society.

- Spelman College Environmental Sciences and Studies Post-Doctoral Fellow Dr. Shereitte Stokes, whose presentation "Air Quality is a Human Right" examined the sources of atmospheric pollution, the types of atmospheric pollutants, the socio-demographics of the 5 historically black colleges in Atlanta and the surrounding community, and the health of the population in this community.

-Furman's Shi Center for Sustainability and local magazine edible Upcountry co-hosted a workshop entitled "The Great Backyard Chicken Chat." This workshop on backyard chicken keeping delved into the practical topics of breed, feed, and coop, but also the larger impacts of backyard chicken keeping on communities. During the workshop, participants gained an understanding of how chicken

keeping fits into a local food economy, as well a further understanding of the benefits of chickens and eggs raised sustainably.

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

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# Outdoors Program

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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*"---" 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 Furman University Outdoors Club (FUOC) is a student organization funded by the Student Government Association that organizes a number of outdoor trips and activities throughout the year and follows Leave No Trace principles. FUOC is the largest student organization at Furman.

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

<http://www.furman.edu/orgs/fuoc/>

## Themed Semester or Year

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### Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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*"---" 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 :**

The 2010-2011 academic year was designated the Year of Global Citizenship at Furman. The concept for this themed year was brought to the university by a group of committed students, forming the Year of Global Citizenship (YGC) forum which became the Global Issues Forum (GIF) in the next academic year. The year's theme of global citizenship focused on social, economic, and environmental aspects of that citizenship. The YGC forum, assisted by other student groups, sponsored many speaker and film series focused around the question, "what does it mean to be a citizen in a globalized world?"

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

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

<http://www2.furman.edu/academics/globalcitizen/whatisit/Pages/default.aspx>

# 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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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.

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*"---" 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? :**

Sustainability explores the dynamic relationships among social, economic, and environmental systems in order to enhance the long-term quality of life.

Sustainability-related courses address the relationship between at least two of these systems as a significant component of the course. Sustainability-focused courses make the relationships between these systems the focus of the course, or use sustainability as a guiding framework for the entire course.

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

Yes

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

Courses were identified by their catalog descriptions to be sustainability-related or sustainability-focused. The reliance on catalog descriptions necessitates an undercounting of the total classes which are sustainability-related or sustainability-focused; there are likely a number of courses which include a focus on sustainability in practice, though this may not be clear from the official catalog description (these generally range from one to four sentences). Additionally, some courses which are taught by multiple faculty members may include a focus on sustainability when taught by one faculty member, but not when taught by another faculty member.

The list of sustainability-related and focused courses was then used to determine the number of such courses offered in the 2009-2010 academic year. Each course offered was counted only once, regardless of the number of sections offered. The inventory includes for-credit courses offered in the fall, spring, summer, and May Experience terms.

Note: the list of courses posted on the website below lists all courses offered by the university that are sustainability-related or focused; the list is not restricted to those courses offered last year (which were the only courses counted in the inventory numbers provided above).

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

Yes

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

<http://www2.furman.edu/ACADEMICS/shicenter/ACADEMICSRESEARCH/Pages/SustainabilityCurriculum.asp>

x

# Sustainability-Focused Courses

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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 :

19

## The total number of courses offered :

786

## Number of years covered by the data :

One

## A list of sustainability-focused courses offered :

ANT-303-01 Cultural Ecology

BUS-312-01 Sustainable Corporation

CHM-101-01 Chemistry & Global Awareness

ECN-236-01 Economics of the Environment

EES-112-01 Environmental Science

EES-280-01 Landscape Ecology and Planning

EES-281-01 Sustainable Low Carbon Society

EST-301-01 Environment and Society

FYS-1126-01 Sustainability

FYW-1123-01 Rebuilding New Orleans

FYW-1127-01 To Walk the Land

GGY-230-01 Principles of Geography

HES-304-01 Community & Environmental Health

MXP-400-01 Global Issues - Human Rights

PHL-303-01 Environmental Ethics

PHL-304-01 Ethics of Globalization

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

PSC-214-01 Envrmntl Law & Cnsrvt Advocacy

PSC-243A-TS Envr Issues in Chinese Pltcs

SPN-351-01 Hispanic Cuisine & Culture

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

---

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

---

# Sustainability-Related Courses

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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 :

31

## The total number of courses offered :

786

## Number of years covered by the data :

One

## A list of sustainability-related courses offered :

ANT-101-01 Cultural Anthropology

ANT-110-01 Human Evolution

AST-282-TS Pvrty, Gndr & Dvlpmt in India

BIO-102-01 Biology and the Environment

BIO-340-01 Ecology

BIO-341-01 Tropical Ecology

BIO-343-01 Environmental Systems

BIO-401-01 Applied Plant Science

BIO-430-TS Natural Resource Management

BUS-320-01 Marketing Principles

CHM-440-01 Environmental Chemistry

COM-351-01 Advocacy

ECN-237-01 Economics of Poverty

ECN-238-01 Public Finance

ECN-243-01 Economic Growth & Development

EES-111-01 Earth and the Silver Screen

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

EES-113-01 Natural Hazards and Disasters  
EES-201-01 Geographic Information Systems  
ENG-416-01 Environmental Writing  
FYS-1111-01 Physics & the Natural Universe  
FYS-1142-01 Nuclear Power Pros and Cons  
FYS-1150-01 Origins of Global Poverty  
FYW-1107-01 Engaging Nature  
FYW-1189-01 Social History of Technology  
PHL-220-01 Realizing Bodymind  
PHY-104-01 Energy: Man Creation Calories  
PSC-205-01 Public Policy & Administration  
PSC-208-01 Urban Politics  
PVS-101-01 Introductory Poverty Studies  
PVS-102-01 Living in Poverty  
REL-362-01 Religion and the Environment

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

---

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

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# Sustainability Courses by Department

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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 :

15

## The total number of departments that offer courses :

24

## A list of departments that offer sustainability courses :

Biology  
Business and Accounting  
Chemistry  
Communication Studies  
Earth and Environmental Sciences  
Economics  
Education  
English  
Health Sciences  
History  
Modern Languages and Literatures  
Philosophy  
Physics  
Political Science  
Religion

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

---

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

---

# Sustainability Learning Outcomes

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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.

---

### Submission Note:

This number of graduates is from the class of 2011.

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

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

623

### Total number of graduates :

680

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

All Furman graduates from the undergraduate program must complete a series of general education requirements which include a sustainability learning outcome, detailed below.

### 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 :

---

### A copy of the sustainability course inventory :

---

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

Furman University requires all students to complete a series of general education requirements (GERs).

Included in the GERs is a two credit sequence focusing on 'global awareness.' The global awareness requirements are described in the catalog as follows:

- A course addressing humans and the natural environment (NE): Humans are affecting the dynamics of the planet; they are changing the composition of the atmosphere, the currents in the oceans, and the productivity of natural ecosystems. Because modern societies require more energy, food, and materials than ever before, we are increasingly dependent on stable, productive, and sustainable natural systems. Ironically, our societies are becoming increasingly urban and increasingly insulated from nature just as these ineluctable dependencies are becoming increasingly important. In order to foster an appreciation for these dependencies, courses will emphasize some aspect of the interactive relationships between humans and the natural environment.
- A course focusing on world cultures (WC): World cultures courses will help students achieve a heightened awareness of the diverse cultures and traditions that have formed our world, and to reflect on the relationships between their own and other cultures. Courses will focus on the traditions, beliefs, experiences, and expressions of peoples of, or originating from, Asia, Africa, Latin America, or the pre-colonial Americas."

These two GERs, particularly the Humans and the Natural Environment credit, ensure that all students who complete an undergraduate degree at Furman have taken a course including sustainability learning outcomes.

# Undergraduate Program in Sustainability

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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) :

Sustainability Science major (B.S.)

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

<http://ees.furman.edu/>

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

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

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

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## 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

## 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? :**

---

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

---

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

---

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

---

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

---

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

---

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

---

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

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# Sustainability Immersive Experience

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :

Furman offers three-week immersive May Experiences each year. These programs may differ each year, but three example sustainability-oriented programs over the past two years include (titles and course descriptions):

-Conservation and Renewable Energy: Fostering and incentivizing conservation behavior and the goal of carbon neutrality and the challenges associated with pursuing those endeavors. Mechanics of renewable energy technologies and the study of encouraging environmentally sustainable behavior. The political context in which college campuses find themselves with regard to renewable energy policy will also be examined.

-Environmental Health Perspectives on Greenville County: Topical investigation of the environmental and social components of health in Greenville County. This course brings a systems approach to the multifaceted and diverse applications of environmental health at the local community scale. Integrating sustainability and public health, this course includes field trips, class discussions, documentaries, and guest speakers, exploring the topics of water/air quality, sustainable agriculture, waste management, and environmental justice. This will be an active and participatory classroom experience with the possibility for hikes, local bike rides, poverty tours, and farm visits.

-Sustainable Food Practices: This class will explore three popular strategies of sustainable food systems: diets based on organic, vegetarian and/or local agriculture. Students will be asked which aspects are truly beneficial to the individual, the environment, and society; and which aspects are just "greenwashing" or lead to unexpected consequences. To answer these questions, the class will engage in a rigorous examination of the sustainability of food through readings, movies, speakers, visiting local farms and markets, and hands-on experiences. Students will be required to evaluate and synthesize information from diverse sources, including their own experiences. Each student will be encouraged to develop his/her own ethic of being a food consumer.

In May 2011 and 2012, several May Experience travel courses were offered that focused on sustainability (titles and course descriptions).

- China: In Search of Sustainability: China's rapid economic growth has exacerbated disparities in wealth and environmental degradation. Students will study how the Chinese government is attempting to cope with rapid urbanization, pressures on natural resources, and social inequalities. Students will explore these issues in four of China's wealthiest cities and poorest rural areas in Shanghai, Suzhou, Beijing, and Guizhou.
- Global Sustainability in Guatemala: Students will improve and expand their ideas of Global Sustainability through participation in two environmental sustainability programs in Guatemala. During the days the students will provide hands on help with a variety of projects which will range from improving rural potable water supply to participating in a fair trade, shade grown coffee cooperative. Students will learn, through on the job training, how some of the world's best coffee is produced from seed to the grinds. Local guest speakers, including former guerrilla leaders and the national candidate for vice-president, will provide insight into project purposes and rural development. Weekend visits may include a world famous Monarch butterfly breeding grounds, a climb up an active volcano, Mayan ruins, and a swim in hot springs in a crater lake.
- Working Toward a Sustainable New Orleans: In this experience the students will examine the city of New Orleans as text, with special attention to its sustainable rebuilding after its recent Gulf-coast catastrophes (2005's Hurricane Katrina and 2010's BP oil spill). Students will consider the city's re-birth as a metaphor for the processes of writing, deep learning, and meaningful change as they work beside the people of New Orleans and engage in 3 service learning projects highlighting cultural, political, and historical context.
- Field Study: Sierra Nevadas: A multi-disciplinary field study of the Sierra Nevada Mountains focusing on geology, ecology, conservation, the work and writings of John Muir, wilderness education and medicine, and human modification of the environment. The course will consist of field data collection, interpretation, and reflection.
- Slow Food, Italian Style. This course will introduce students to Slow Food, an international grass-roots movement and cultural philosophy. Students will spend several days on campus prior to their departure to Rome. From Rome the group will travel to The Farm, a privately owned organic farm near the town of Sora, in the Lazio region of Italy, where students will remain in residence for two weeks. The course will offer a hands-on and in-depth look at the traditional understanding of food production and consumption in European culture, in comparison with the modern American model.

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

---

# 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.

---

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

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

No

**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 :**

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**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 :**

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

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**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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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) :

Since spring 2009 Furman University, through the Shi Center for Sustainability, has offered a faculty development workshop titled "Infusing Sustainability into the Existing Curriculum." Faculty apply for the program, which lasts two contact days. Training and resources are provided for faculty to incorporate sustainability into an existing course or create a new course with a sustainability focus. In 2009 and 2010, a total of 47 faculty members have participated.

Additionally, the Shi Center Affiliate Faculty program supports affiliate faculty in both teaching and research for sustainability through connecting faculty members across disciplines and providing resources for faculty.

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

Faculty participants receive training and resources during the workshop, as well as continuing resources and support from the Shi Center for Sustainability. Additionally, faculty participants receive a \$1000 stipend; \$500 is disbursed immediately after the workshop concludes, and \$500 is disbursed with the completion of all requirements (student pre- and post-assessments, revised syllabus, personal narrative).

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

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

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# 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

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## Criteria

### Part 1

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

### Part 2

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

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

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

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

Yes

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

Sustainability explores the dynamic relationships among social, economic, and environmental systems in order to enhance the long-term quality of life.

Sustainability research advances understanding of these dynamic relationships.

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

Yes

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

The Shi Center for Sustainability distributed a survey to department chairs and asked them to respond with a list of any faculty members engaged in sustainability research, along with the relevant projects. The list was compiled from responses from all department chairs.

Note: the public inventory linked below omits several faculty members who are engaged in sustainability research but did not provide approval to be included on the public list posted on the website.

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

Yes

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

<http://www2.furman.edu/ACADEMICS/shicenter/ACADEMICSRESEARCH/Pages/SustainabilityResearch.aspx>

# Faculty Engaged in Sustainability Research

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

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

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

57

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

265

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

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

<http://www2.furman.edu/academics/shicenter/AcademicsResearch/Pages/SustainabilityResearch.aspx>

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

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## 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 :

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# Departments Engaged in Sustainability Research

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## Criteria

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

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

---

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

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

24

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

15

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

Biology  
Business and Accounting  
Chemistry  
Communication Studies  
Earth and Environmental Sciences  
Education  
English  
Health Sciences  
History  
Mathematics  
Modern Languages and Literatures  
Music  
Political Science  
Psychology  
Religion  
Philosophy

## The website URL where the sustainability research inventory that includes the departments engaged in sustainability

**research is posted :**

<http://www2.furman.edu/academics/shicenter/AcademicsResearch/Pages/SustainabilityResearch.aspx>

**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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## Criteria

### Part 1

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

### Part 2

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

---

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

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

Yes

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

The Andrew W. Mellon Student Sustainability Fellowship program provides a \$3500 stipend to four students per year for summer campus research and service work. The fourth cohort of Mellon fellows was selected for Summer 2012. Past Mellon fellows have been involved in a variety of projects on campus, including developing a community volunteer network, managing the Furman Farm, developing a First-year Student Orientation program, researching renewable energy policy, and working on campus sustainability assessment.

The Arthur Vinings Davis Student Sustainability Fellowship program provides a \$3500 stipend to four students per year for summer community research and service work. The second cohort of Davis fellows was selected for Summer 2012.

Mellon and Davis Fellows work ten weeks during the summer and also serve as ambassadors throughout the school year to share their experiences with the campus community. All fellows work closely with the Shi Center for Sustainability staff, and affiliate faculty as appropriate, to advance sustainability on campus and in the community, and to conduct applied research related to sustainability. Each fellow produces a deliverable to be shared at the end of the summer.

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

---

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

Yes

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

The Shi Center for Sustainability's Faculty Sustainability Research Fellowship program was launched in 2011. Faculty members may apply for up to \$5000 to fund research bridging sustainability with their own field or discipline, and may also apply for funding for a student research assistant if required. Fellows are required to publish their research in the year following the summer funding period. In 2011, 3 fellowships were awarded; in 2012, 6 fellowships were awarded.

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

---

# Interdisciplinary Research in Tenure and Promotion

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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 :

Furman believes that interdisciplinary research enhances the message of the liberal arts and those teachers serving as role models for students. As such, both interdisciplinary research and interdisciplinary course development are encouraged by the university at large as well as individual departments, and are also valued during the tenure and promotion process.

## 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

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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" :**

2332146 Square Feet

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

2332146 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

STARS Reporting Tool | AASHE | Sierra Magazine

0 Square Feet

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

<http://www2.furman.edu/sites/Facilities/Construction/Documents/Construction%20Standards%20revision%206-29-10%202.pdf>

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

---

**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 :**

The document linked above provides an overview of the majority of policies for sustainable maintenance. Other relevant policies are covered by the University Safety Manual (found here:

<http://www2.furman.edu/sites/Facilities/RiskManagement/Documents/safety%20manual.pdf>

). Furman is committed to both building and maintaining its buildings and operations in a sustainable fashion, and as such monitors both employees and contractors to ensure that Furman's guidelines are followed.

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

---

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

---

# Building Design and Construction

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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" :**

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

*0 Square Feet*

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

---

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

---

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

---

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

---

**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 :**

---

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

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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 :

2087080 Square Feet

## Total occupied building space :

2087080 Square Feet

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

The indoor air quality policy from the University Safety Manual is as follows:

### 4.6 INDOOR AIR QUALITY

Air quality is an important component of a healthy indoor environment. Facilities Services is responsible for supplying quality indoor air by the introduction and distribution of adequate ventilation air, control of airborne contaminants, and maintenance of acceptable temperature and relative humidity. Indoor air quality complaints shall be handled jointly by Facilities Services and Risk Management.

In buildings where a building automation system (BAS) is in use, indoor air quality is actively monitored with air quality sensors. In buildings without BAS, inspections are done on outside air dampers. Additionally, any complaint related to indoor air quality results in full air quality testing and is responded to promptly.

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

---

# Climate

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

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

# Greenhouse Gas Emissions Inventory

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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://acupcc.aashe.org/search/?institution\\_name=furman&carnegie\\_class=%3F%3F&state\\_or\\_province=%3F%3F](http://acupcc.aashe.org/search/?institution_name=furman&carnegie_class=%3F%3F&state_or_province=%3F%3F)

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

Yes

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

Yes

### Does the inventory include emissions from commuting? :

Yes

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

No

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

Yes

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

Yes

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

Yes

**If yes, please specify :**

The inventory includes emissions associated with wastewater treatment.

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

---

**If yes, please specify :**

---

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

---

**If yes, please specify :**

---

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

---

**If yes, please specify :**

---

# Greenhouse Gas Emissions Reduction

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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.

---

## Submission Note:

The 2005 emissions data were estimated using a trend line from the university's emissions data for 2007-2010.

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

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

19828.50 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

## On-campus residents, 2005 :

2361

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

841

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

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

20148.90 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

**Carbon offsets purchased, performance year :**

0 *Metric Tons of CO2 Equivalent*

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

July 1, 2009-June 30, 2010

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

2438

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

932

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

260

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

July 1, 2009-June 30, 2010

# Air Travel Emissions

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

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

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

No

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

---

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

---

## Local Offsets Program

"---" 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? :**

No

**A brief description of the program :**

---

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

---

# Dining Services

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

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

<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

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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) :

4.95

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

The purchase of sustainable food and beverage items is a top priority for Aramark at Furman. Wherever feasible, we make more sustainable choices and are constantly seeking additional opportunities in our region to purchase additional sustainable items.

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

<http://www.campusdish.com/en-US/CSSE/Furman/Sustainability/>

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

Furman has removed trays from its dining hall for use by students carrying trays from the food service lines to their table. At the moment, trays are still in use for sending used dishes into the dishroom due to the design of the conveyor belt system.

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

---

**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 :**

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

Furman offers a dedicated vegetarian station at every meal. Approximately 40% of the meals at this station are vegan, and approximately 95% of the meals can be made vegan to order as students request. Additionally, Furman provides an extensive salad bar and hot vegetable bar at each meal. From these options, a diverse vegan meal is available at every meal.

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

---

# Trans-Fats

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"--- " 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 :**

All fryer oil is trans-fat free and Dining Services partners with the Health Sciences Department to provide a variety of "Eat Well" items that are trans-fat free along with meeting other nutritional goals; these items are labeled, and "Eat Well" items available are posted each day.

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

---

## Guidelines for Franchisees

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

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

No

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

---

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

---

# Pre-Consumer Food Waste Composting

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

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

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

Yes

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

All eligible pre-consumer waste is collected by Dining Services staff and composted on campus through the Furman Farm composting program. The compost is used on campus at the organic-practice Furman Farm.

**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 :**

---

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

---

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

---

# PostConsumer Food Waste Composting

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

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

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

Yes

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

Furman composts post-consumer food waste at most dining hall meals. Next to trash cans are distinctly labeled compost bins, above which are large posters listing the items which should be placed in the compost bins and explaining which items to avoid, such as bones, meat, dairy, and oils. The university also composts post-consumer waste at designated green events where compostable materials have been introduced. Furman's food service provider uses compostable napkins, plates, cups, and trash bags. The use of these compostable products and food waste provides an effective composting cycle, leading to a quality product.

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

---

### 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 :

---

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

---

# Food Donation

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

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

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

Yes

## A brief description of the food donation program :

All leftover/surplus food is donated to Loaves and Fishes, a local food-rescue organization connecting donors of perishable food with emergency food providers like soup kitchens and shelters, twice a week. This applies to leftover food from the dining hall, food court, and campus catering. Please see

[www.loavesandfishesgreenville.com](http://www.loavesandfishesgreenville.com)

for more information about the program.

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

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## Recycled Content Napkins

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

Recycled content napkins are used in all on-campus student dining facilities.

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

---

# Reusable Container Discounts

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

Each dining location has a reusable mug program. With a mug, customers are only charged the price of a refill which is typically a 75% discount; this may vary by franchise and location.

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

---

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

---

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

---

## Reusable To-Go Containers

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

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

---

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

---

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

---

# Energy

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

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

<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

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

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

## **Total building energy consumption, 2005 :**

189087.82 *MMBtu*

## **Building space, 2005 :**

1548245 *Gross Square Feet*

## **Total building energy consumption, performance year :**

206544.13 *MMBtu*

## **Building space, performance year :**

2328797 *Gross Square Feet*

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

July 1, 2009- June 30, 2010

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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

---

**Submission Note:**

The performance year used above begins with September 2011 and ends with May 2012. Thus, total energy consumption is significantly lower because the summer months are not included.

"---" 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 :**

139.94 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 :**

206544.13 MMBtu

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

During the performance year, Furman had a 31kW solar photovoltaic array on campus near Cliffs Cottage that generated the university's only solar electricity. In September 2011, over 100 more kW in additional solar photovoltaics were made operational, located on the Physical Activities Center and Facilities buildings.

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

---

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

---

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

---

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

---

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

---

# Timers for Temperature Control

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

Furman employs Building Automation Systems (BAS) in many of its academic buildings.

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

---

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

---

# Lighting Sensors

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

Furman uses motion sensors in many buildings including Furman Hall, the James B. Duke Library, Haynsworth Residence Hall, and Cliffs Cottage.

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

---

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

---

# LED Lighting

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 lights are being used in the replacement of hard to reach lighting fixtures due to their long lives, and they are being used in trials for other fixtures.

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

---

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

---

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

---

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

---

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

---

## Vending Machine Sensors

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

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

---

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

---

**The percentage of vending machines with sensors :**

---

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

---

# Energy Management System

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

Furman uses two Building Automation Systems (BAS): Johnson Controls and Barber Colman BAS's. The submeter data in these systems are archived and we have up to 10 years of data on most of our major buildings.

**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

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

All energy consumption is submetered in Hipp Hall, the Townes Science Center, Cliffs Cottage, Dining Hall, and North Village D (an on-campus apartment building). Additionally, most major buildings are submetered for 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

---

*"---" 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 :**

---

## Native Plants

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

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

No

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

---

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

---

## Wildlife Habitat

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

Furman's golf course is certified through the Audubon Cooperative Sanctuary Program for Golf Courses.

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

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

The university has been recognized in the Tree Campus USA program since 2007. Since that time as part of the institution's work in the program, a complete inventory of the 850+ trees in the center of campus has been completed, along with a document outlining the scope and cost for addressing trees in need. Additionally, in 2010, Furman was selected by the Arbor Day Foundation to receive a gift of 50 trees and host a tree planting event. This event was highly successful, with high participation from the university community and an additional and simultaneous project removing kudzu from a wooded area on campus property.

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

---

# Snow and Ice Removal

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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? :**

Yes

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

One of our strategies is to blow snow off of walk ways to reduce the need for salt / chemical usage. By blowing off walks, we expose the pavement to sunshine which is an effective ice melt in our region. We also utilize a snow scraping blade to remove snow from roads for similar reasons as the walkways.

### **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**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

All landscape waste from campus operations is either mulched or composted on campus. Any composted landscape waste is combined with pre-consumer waste from the dining hall, and resulting compost is used in the organic-practice campus garden. Mulched landscape waste is used to provide all of the mulch used on campus.

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

---

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

---

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

---

# Purchasing

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

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

# Computer Purchasing

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## Criteria

### *Part 1*

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

### *Part 2*

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

---

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

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

Yes

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

[http://www2.furman.edu/academics/shicenter/Resources/Documents/Green\\_Purchasing\\_Guidelines.pdf](http://www2.furman.edu/academics/shicenter/Resources/Documents/Green_Purchasing_Guidelines.pdf)

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

Furman's Green Purchasing Guidelines have been interpreted by Computing and Information Services to require the purchase of EPEAT Silver or Gold products wherever feasible. All computing purchases for faculty and staff are conducted through Computing and Information Services, so compliance is ensured through the centralized purchaser.

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

Yes

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

269700 *US/Canadian \$*

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

91300 *US/Canadian \$*

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

364300 *US/Canadian \$*

# Cleaning Products Purchasing

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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.

---

"---" 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://www2.furman.edu/academics/shicenter/Resources/Documents/Green\\_Purchasing\\_Guidelines.pdf](http://www2.furman.edu/academics/shicenter/Resources/Documents/Green_Purchasing_Guidelines.pdf)

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

The green purchasing guidelines have been interpreted by the Maintenance department to require the purchase of Green Seal or EcoLogo certified cleaning products wherever those products are available. Cleaning product purchasing is centralized, so compliance is ensured by the central purchaser. As additional products receive the GS, EC, DfE or GG designation we review and utilize them as possible. Our staff is committed to using "Green" products in our daily cleaning. Our facilities department has been recognized on the state and national level for our commitment to use safer, healthier, and lower environmental impact cleaning products.

**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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# Office Paper Purchasing

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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.

---

#### Submission Note:

Time frame for paper purchases is from July 2009 to June 2010 (FY 2010).

"---" 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://www2.furman.edu/academics/shicenter/Resources/Documents/Green\\_Purchasing\\_Guidelines.pdf](http://www2.furman.edu/academics/shicenter/Resources/Documents/Green_Purchasing_Guidelines.pdf)

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

These green purchasing guidelines are shared through the internal system along with other financial and budgetary guidelines for employees. Because Furman does not purchase paper centrally, there is no way to enforce a requirement for recycled paper; however, the guidelines have been effective in ensuring that the majority of paper purchased by the university contains recycled content.

**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 :**

42910.58 *US/Canadian \$*

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

1263.20 *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 :**

3772.24 *US/Canadian \$*

**Total expenditures on office paper :**

47946.02 *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? :**

No

**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 :**

---

## Historically Underutilized Businesses

"---" 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? :**

---

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

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

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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. :**

Yes

**A brief description of the program :**

Furman gives special consideration to local business when reviewing proposals. Business location is considered along with other dimensions of sustainability, cost, and other relevant criteria when reviewing proposals.

**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

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

**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 :**

4

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

0

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

0

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

56

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

0

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

0

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

0

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

0

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

135

# Student Commute Modal Split

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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:

92.94 of Furman's students (including both full- and part-time) live on campus, where car use is restricted during class hours. Without detailed information on the small percentage of students who commute, we assume that all commuters drive alone as a primary method of transportation, although this is most likely an undercounting of carpooling or other alternative transportation among commuting students.

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

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

92.94

### **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 :**

7.06

### **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 :**

0

### **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 :**

---

# 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 :**

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**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

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 Shi Center for Sustainability is currently piloting a bike-sharing program for the campus. Students can check out a bike for short trips on campus.

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

---

## Facilities for Bicyclists

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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

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

No

**A brief description of the facilities :**

---

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

---

# Bicycle and Pedestrian Plan

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

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

## Has the institution developed a bicycle plan? :

Yes

## A brief description of the plan :

Furman encourages students to bring a bicycle for on-campus transportation. Students are not allowed to move their motor vehicle from their assigned parking lot from 7 am to 3 pm, Monday through Friday, which means student cannot drive and park in other locations on campus during these hours. A bicycle is an encouraged alternative for campus trips. There are bicycle storage racks at all campus facilities.

Furman's Public Safety department offers free bicycle registration. Bicycle registration allows Public Safety to notify students before impounding a bicycle in a prohibited area or which has been abandoned. Additionally, registration assists in recovering bikes which may be stolen.

Bicycles which are found with no permits, which have not been reported as missing, or are abandoned by students who have left the university, are impounded and sold at an annual auction in August at the beginning of the Fall Semester. A student can acquire a bicycle valued at \$200-\$300 for \$25-\$60.

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

---

# Mass Transit Programs

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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) :**

Furman operates two free shuttles. A campus shuttle operates daily; this shuttle serves the campus and a nearby shopping center with a grocery store. On weekend evenings, the Student Government Association operates a second free shuttle for students.

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

---

## Condensed Work Week

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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

**Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit. :**

Yes

**A brief description of the program :**

The university's preventive maintenance team works a four-day condensed work week.

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

---

# Telecommuting

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

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

**Does the institution offer a telecommute program for employees? :**

No

**A brief description of the program :**

---

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

---

## Carpool/Vanpool Matching

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

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

**Does the institution participate in a carpool/vanpool matching program? :**

No

**A brief description of the program :**

---

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

---

## Cash-out of Parking

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

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

**Does the institution have incentives or programs to encourage employees to live close to campus? :**

No

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

---

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

---

## Prohibiting Idling

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

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

**Has the institution adopted a policy prohibiting idling? :**

No

**A brief description of the policy :**

---

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

---

## Car Sharing

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 :**

The city of Greenville operates an electric car-sharing program through Enterprise's WeCar program; Furman University is one of the educational and corporate partners participating in the program. The program offers a Chevrolet Volt and a Nissan Leaf for around-the-clock rental from a downtown garage; the cars can be used for an hour, a day, through the weekend or longer.

**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

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

---

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

### Weight of materials recycled, 2005 baseline year :

130 Tons

### Weight of materials composted, 2005 baseline year :

0 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

1062 Tons

### Weight of materials recycled, performance year :

368.36 Tons

### Weight of materials composted, performance year :

11 Tons

### Weight of materials disposed as garbage, performance year :

1086 Tons

### List the start and end dates of the waste reduction performance year :

July 1, 2010-June 30, 2011

### On-campus residents, 2005 :

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

2361

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

841

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

339

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

2438

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

932

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

260

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

July 1, 2010- June 30, 2011

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

---

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

---

**The website URL where information about the institution's waste reduction initiatives is available :**

---

# Waste Diversion

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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*.

---

## Submission Note:

Time frame for materials is July 1, 2010-June 30, 2011.

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

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

750.77 Tons

## Materials disposed in a solid waste landfill or incinerator :

1086 Tons

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

---

# Construction and Demolition Waste Diversion

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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.

---

## Submission Note:

The time frame for construction and demolition waste is July 1, 2010 to June 30, 2011.

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

## Amount of construction and demolition materials recycled, donated, or otherwise recovered :

78 Tons

## Amount of construction and demolition materials landfilled or incinerated :

17 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste :

---

# Electronic Waste Recycling Program

---

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## Criteria

### *Part 1*

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

---

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

**Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met :**

Furman contracts with Global Investment Recovery, Inc., a closed-loop electronic waste provider. Global Investment Recovery commits to compliance with all environmental regulations and is an EPA READ contractor.

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

Furman recycles, reuses, or refurbishes electronic waste generated by the institution. All computer-related waste generated by the institution is first examined by Computing and Information Services to determine if reuse or refurbishment is possible. If reuse or refurbishment is not possible, the material is recycled.

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

Students and employees may recycle personal e-waste, including cell phones, computers, batteries, and printer ink cartridges, at a designated drop-off location in the student center on campus.

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

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# Hazardous Waste Management

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

Part of the hazardous waste management program of Furman University (managed by the Risk Management department) is a waste minimization program with the goal of reducing the use and ultimate disposal of hazardous materials. This goal is achieved by both substituting for less hazardous chemicals and use of microscale techniques in the laboratory setting.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste :**

The hazardous waste management program at Furman University is managed by the Risk Management Department. The program is designed to coordinate the collection, classification, analysis, labeling, packing, and shipping of both hazardous and non-hazardous waste chemicals generated at the University. This also includes the management of universal waste such as batteries and mercury-containing lamps to include collection and disposal.

**The website URL where information about hazardous materials management is available :**

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# Materials Exchange

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

Furman's surplus department picks up, inventories, and reuses or disposes of surplus materials on campus. Any furniture or other material that can be reused on campus is reused on campus.

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

<http://www2.furman.edu/sites/Facilities/services/Pages/WarehouseOperations.aspx>

## Limiting Printing

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

**Does the institution limit free printing for students in all computer labs and libraries? :**

---

**A brief description of how printing is limited :**

---

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

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## Materials Online

"---" 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? :**

---

**A brief description of the practice :**

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

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# Chemical Reuse Inventory

"---" 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? :**

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**A brief description of the program :**

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

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# Move-In Waste Reduction

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

During move-in, a team of students working with the Environmental Action Group, Residence Life, and Facilities Services are present at the residence halls and apartments to encourage and guide students in recycling cardboard. Additional cardboard dumpsters are located around campus next to existing trash stations, with instructions and signage to facilitate recycling. The program has significantly increased cardboard recycling during move-in and engaged students in Furman's waste reduction efforts.

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

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# Move-Out Waste Reduction

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

During move-out, organizations including Goodwill and Habitat for Humanity place labeled donation sites around campus at each housing area. Students are encouraged to donate any goods that they do not wish to bring home. While the organizations do not record specific amounts (in weight or volume), they report that the donations from Furman are significant in size.

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

---

# Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :

110637900 Gallons

## Water consumption, performance year :

88091900 Gallons

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

July 1, 2010-June 30, 2011

## On-campus residents, 2005 :

2361

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

841

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

339

## On-campus residents, performance year :

2438

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

932

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

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

July 1, 2010-June 30, 2011

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

---

**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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

In 2010 Furman employed Professional Engineering Associates to assemble an updated Storm Water Master Plan as required by Greenville County. The purpose of the report was to generate a Plan that encompasses all of Furman property. The report outlines the original runoff state of the watershed and compares it to current and future land uses. The report was recently accepted by the County.

Additionally, Furman began the lake restoration project, which addresses stormwater runoff that flows into the Furman Lake (a man-made lake built when Furman located to the current campus in the 1950s) from ongoing campus operations and any new development projects, in 2006. This is an ongoing project which has many phases and strategies to improve water quality in the lake; improved management of stormwater is a critical component of improving lake water quality. Also, we are formulating strategies for managing landscape and turfgrass which follow a set of updated best management practices we set forth in the management plan.

**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 :**

In one of the parking lots located in close proximity to Furman Lake, porous paving materials have been used to assist in controlling runoff to the lake.

**Does the institution have retention ponds? :**

Yes

**A brief description of the institution's retention ponds :**

Retention ponds have been built on both stream inputs to Furman Lake to reduce sediment input into the lake and better manage stormwater runoff.

**Does the institution have stone swales? :**

Yes

**A brief description of the institution's stone swales :**

Furman has built several stone swales in strategic areas on campus to better manage stormwater runoff.

**Does the institution have vegetated swales? :**

Yes

**A brief description of the institution's vegetated swales :**

Furman has built several vegetated swales in strategic areas on campus to better manage stormwater runoff.

**Does the institution employ any other technologies or strategies for stormwater management? :**

No

**A brief description of other technologies or strategies for stormwater management employed :**

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## Waterless Urinals

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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

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

Yes

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

Waterless urinals are used in the restroom facilities located near the upper intramural recreational fields.

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

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# Building Water Metering

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

Furman meters water use in several buildings on campus, including Cliffs Cottage, the Child Development Center, the new Theater Arts addition and several others.

**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

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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

**Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :**

Yes

**A brief description of the source of non-potable water and how it is used :**

Non-potable water from the Furman Lake is used in campus irrigation. This source of water satisfies about 30% of the campus' irrigation needs. Additionally, the Cliffs Cottage has a rainwater harvesting system; water is collected in a 12,000 gallon underground tank and used for irrigation of ornamental gardens surrounding the Cliffs Cottage.

**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**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

Some areas of campus are maintained with xeriscape landscaping techniques, including drought tolerant and native species as appropriate. The area surrounding Cliffs Cottage, the Susan Shi ornamental garden, is a highlight of the university's xeriscaped landscape. Other areas of campus which employ xeriscape techniques include the landscape at Farmer Hall, our new Child Development Center, Tennis Center, Track Infield, and several recreation fields on campus.

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

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# Weather-Informed Irrigation

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :

Although Furman does not have an updated weather station, the university does have data collectors, internet sites and smart phones to control irrigation based on weather. This weather data is invaluable in not only scheduling irrigation cycles, but also knowing when to use or not use various chemicals. Similar to conserving water, weather data helps to conserve chemicals and only apply when climatic conditions dictate. Furthermore, the moisture sensing technology installed in select areas of campus is providing information to understand current moisture levels in the soil which can be extrapolated to other areas on campus.

## 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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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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*"---" 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 Sustainability Planning Council (SPC), established as the Sustainability Planning Group in 2005 and expanded to the Sustainability Planning Council in 2008, is tasked with monitoring the university's sustainability efforts and implementing university-wide initiatives related to sustainability. The SPC plays a key advisory role in setting priorities for the university's sustainability efforts. Additionally, the SPC led the completion of the university's sustainability master plan. Currently, the SPC Core committee has 20 members (faculty, staff, students, and administrators).

## Members of the committee, including affiliations :

The SPC Core Committee consists of the following members:

Co-Chairs: Dr. Angela Halfacre and Dr. Bill Ranson, Earth and Environmental Sciences

Dr. Bob Fray, Mathematics

Dr. Brannon Andersen, Earth and Environmental Sciences

Brittany DeKnight, Associate Director, Shi Center for Sustainability

Dr. Carmel Price, ACS Post-Doctoral Fellow

Dr. David Bost, Chair of the Faculty, Modern Languages and Literature

Dr. Jeanine Stratton, Business and Accounting

Jeff Redderson, AVP for Facilities Services

Katherine Kransteuber, Program Coordinator, Shi Center for Sustainability

Dr. Kirk Karwan, Business and Accounting

Dr. Marianne Pierce, Senior Associate Academic Dean

Mark Kelly, VP for Marketing and Public Relations  
Dr. Michelle Horhota, Psychology  
Scot Sherman, Director of Planning and Grounds  
Scott Derrick, Director of Student Activities/University Center  
Dr. Suzy Summers, Business and Accounting  
Dr. Wade Worthen, Biology  
Dr. Wes Dripps, Earth and Environmental Sciences  
Will McCabe, student representative

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

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

Yes

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

The mission of the David E. Shi Center for Sustainability at Furman University is to promote the study and practice of sustainability on campus and in the greater community. The Shi Center for Sustainability was created in 2008, and currently employs a full time faculty director and three full time staff members. This center provides many of the activities associated with a sustainability office; however, its primary role is to advance the university's offerings in sustainability curriculum and research, connect departments and divisions to meet sustainability goals and to study the progress of the university and community towards those ends.

**The number of people employed in the sustainability office :**

4

**The website URL where information about the sustainability office is available :**

<http://www.furman.edu/shicenter>

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

No

**Sustainability coordinator's name :**

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**Sustainability coordinator's position title :**

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**A brief description of the sustainability coordinator's position :**

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**The website URL where information about the sustainability coordinator is available :**

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

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :

2011

## 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 :

Furman's strategic plan, Vision 2020, includes the following section describing the university's commitment to a holistic understanding of environmental, social, and economic sustainability:

“The pursuit of sustainability is an important global imperative. We have a moral obligation to be good stewards of the earth for future generations. The universities of the world are appropriate leaders in encouraging the pursuit of scientific advances, and wise political and cultural policies, in the collective quest to ensure a sustainable planet. Furman is justly proud of all that it has done in the pursuit of sustainability in our management of our University and as an educational and service goal, including our leadership and ongoing pursuit of the goals set forth in the national President's Climate Commitment. The Shi Center is, in substance and symbol, a recognition of these ongoing efforts. As the political and business leaders in the greater Greenville area continue to place a high priority on sustainability, Furman will be well-positioned to contribute to the prosperity and quality of life in the community by partnering with local business, political, and civic organizations to advance the community's broader sustainability goals. Furman's ongoing commitment to sustainable practices in the management of its own landscape and facilities will remain a governing imperative.”

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

Yes

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

Furman's strategic plan, Vision 2020, includes the following section describing the university's commitment to a holistic understanding of environmental, social, and economic sustainability:

“The pursuit of sustainability is an important global imperative. We have a moral obligation to be good stewards of the earth for future generations. The universities of the world are appropriate leaders in encouraging the pursuit of scientific advances, and wise political and cultural policies, in the collective quest to ensure a sustainable planet. Furman is justly proud of all that it has done in the pursuit of sustainability in our management of our University and as an educational and service goal, including our leadership and ongoing pursuit of the goals set forth in the national President's Climate Commitment. The Shi Center is, in substance and symbol, a recognition of these ongoing efforts. As the political and business leaders in the greater Greenville area continue to place a high priority on sustainability, Furman will be well-positioned to contribute to the prosperity and quality of life in the community by partnering with local business, political, and civic organizations to advance the community's broader sustainability goals. Furman's ongoing commitment to sustainable practices in the management of its own landscape and facilities will remain a governing imperative.”

**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 :**

Furman's strategic plan, Vision 2020, includes the following section describing the university's commitment to a holistic understanding of environmental, social, and economic sustainability:

“The pursuit of sustainability is an important global imperative. We have a moral obligation to be good stewards of the earth for future generations. The universities of the world are appropriate leaders in encouraging the pursuit of scientific advances, and wise political and cultural policies, in the collective quest to ensure a sustainable planet. Furman is justly proud of all that it has done in the pursuit of sustainability in our management of our University and as an educational and service goal, including our leadership and ongoing pursuit of the goals set forth in the national President's Climate Commitment. The Shi Center is, in substance and symbol, a recognition of these ongoing efforts. As the political and business leaders in the greater Greenville area continue to place a high priority on sustainability, Furman will be well-positioned to contribute to the prosperity and quality of life in the community by partnering with local business, political, and civic organizations to advance the community's broader sustainability goals. Furman's ongoing commitment to sustainable practices in the management of its own landscape and facilities will remain a governing imperative.”

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

<http://www2.furman.edu/about/StrategicPlan>

# Physical Campus Plan

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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? :**

No

**A brief description of how the physical campus plan or amendment includes sustainability :**

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**The year the physical campus plan was developed or adopted :**

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**The website URL where the physical campus plan is available :**

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# Sustainability Plan

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :

The sustainability master planning process resulting in Sustainable Furman was inclusive of the broad campus community from beginning to end. The planning process was initiated by the 124-member Sustainability Planning Council, including representatives of the student body, staff, administration, faculty, alumni, and local community. The SPC core and subcommittees proposed a series of goals, along with draft lists of strategies for each goal. This process included early involvement from the Board of Trustees, who participated in a workshop during a board retreat to provide input on the plan's goals. As drafts of the final plan were produced by a steering committee (chaired by Furman's President), feedback was sought from the entire university community through open forums and opportunities for online comment. This feedback was incorporated into the document, and the final draft was unanimously approved by Furman's Board of Trustees.

## A brief description of the plan's measurable goals :

Goal 1: Expand and enhance curricular opportunities related to sustainability. Goal 2: Expand innovative co-curricular experiences to enhance student learning about sustainability. Goal 3: Create a campus-wide culture of conservation. Goal 4: Further improve the water and energy efficiency of buildings, operations, and information technology. Goal 5: Create a more sustainable campus transportation system. Goal 6: Invest in large-scale renewable energy projects. Goal 7: Enhance sustainability service opportunities and create local carbon offset projects and programs. Goal 8: Capitalize on Furman's national leadership role in the comprehensive promotion of sustainability.

Each goal has a number of more specific and measurable strategies, for a total of 110 strategies in the document.

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

Each of the 8 goals of the Sustainable Furman master plan includes clear, actionable strategies. The Sustainability Master Plan Implementation Steering Committee, co-chaired by President Rod Smolla, Director of the Shi Center for Sustainability and Professor Angela Halfacre, and Professor Bill Ranson, is now responsible for overseeing the plan implementation. For each strategy, metrics for completion have been identified, and completion or progress toward these strategies is monitored on a yearly basis. The plan will be revised and updated approximately every five years to adapt to changing conditions and priorities.

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

<http://www.furman.edu/sustain>

**The year the plan was developed or last updated :**

2009

# Climate Action Plan

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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*.

---

"---" 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 :

Sustainable Furman, the university's sustainability master plan, includes a climate action plan setting a goal of carbon neutrality by 2026. The five strategies that will be employed to meet this goal are :

1. to increase operations efficiency
2. to create a campus-wide culture of conservation to decrease energy use
3. to create a more sustainable transportation system through changes in behaviors and policies
4. to invest in renewable energy projects
5. to develop offset projects and sustainability-oriented service projects in the greater Greenville community

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

In the short term, the plan sets goals of increased efficiency and conservation on campus, in addition to ongoing evaluation of the feasibility of renewable energy projects in the changing financial and regulatory environment. The plan's short-term goals also include pursuing more sustainable transportation options and beginning the development of local offset projects and sustainability-oriented service projects.

## Year the climate plan was formally adopted or approved :

2009

**An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :**

Yes

**List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :**

Scopes 1, 2, & 3

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

neutral

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

June 30, 2007

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

28,668 metric tons of CO<sub>2</sub>e

**The target year the institution specified in its GHG emissions commitment :**

June 30, 2026

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

<http://www.furman.edu/sustain>

# 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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 purpose of the Diversity Council are as follows:

To develop a diversity strategic plan for the University which includes a timeline for implementation of activities within the plan.

To facilitate ongoing assessment of the campus climate.

To advise the President and other senior administrative officers on matters pertaining to diversity issues as they concern the University community.

## Members of the committee, including job titles and affiliations :

Idella Glenn, Multicultural Affairs (Co-Chair);

Lesley Quast, Academic Affairs (Co-Chair);

Pamela Barkett, Human Resources;

Karni Bhati, English;

Robert Carson, Academic Assistance;

Susan Cooper, Business Affairs;

Carol Hagood, Academic Assistance;

Vince Hausmann, English; Marion Martin, Chemistry; Brad Pochard, Admissions; Rod Smolla (ex-officio);

Sarah Worth, Philosophy;

Luis Gonzales, student;

Tyler Mitchell, student; Jeremy Richardson, student.

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

<http://www2.furman.edu/sites/governance/AdministrativeCommittees/Pages/default.aspx>

**Does the institution have a diversity and equity office? :**

Yes

**A brief description of the diversity office :**

The Office of Multicultural Affairs strives to improve the quality of life at Furman by implementing comprehensive educational and cultural services that promote multicultural awareness and respect for diversity.

The Office of Multicultural Affairs employs two people, Dr. Glenn (Director of Multicultural Affairs) and an administrative assistant (who spends half-time with Multicultural Affairs and half-time with leadership programs).

**The number of people employed in the diversity office :**

1.50

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

<http://www2.furman.edu/studentlife/multicultural/Pages/default.aspx>

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

Yes

**Diversity coordinator's name :**

Dr. Idella G. Glenn

**Diversity coordinator's position title :**

Director of Multicultural Affairs

**A brief description of the diversity coordinator's position :**

The Director of Multicultural Affairs has general responsibility for various programmatic functions. These responsibilities include among others, establishing and maintaining an ongoing assessment an evaluation of the quality of multicultural student life, developing programs and mentoring opportunities for first year multicultural students to help them transition more directly in the intellectual, co-curricular and social life on campus, assisting in the recruitment and the retention of multicultural students, and attending regional and national conferences to identify trends and needs to better plan programming and assure optimum delivery of programs which meet relevant campus needs.

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

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# Measuring Campus Diversity Culture

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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? :**

No

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

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**Year the assessment was last administered :**

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

---

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

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# Support Programs for Underrepresented Groups

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

Furman has the multifaceted Legacies Mentorship Program that connects students, staff and faculty members of under-represented groups with similar academic and extra-curricular interests in relationships that foster leadership, encouragement, growth, achievement, compassion, integrity, empathy, and stability. The program has a three-tiered structure. The first tier consists of the mentor—a faculty or staff member. The second tier consists of the peer mentor—a sophomore, junior, or senior student. The third tier consists of the mentees—up to four incoming first-year students. The members of the Legacies Mentorship Program, both mentors and mentees, benefit from the close relationships that are formed in the program.

Furman also has many student groups with a focus on multicultural student life. The following are examples and descriptions of some of the most active multicultural groups.

-The Student League for Black Culture (SLBC): encourages racial interaction, sensitivity, harmony and education by bringing speakers to campus who have made significant contributions to the enhancement of black awareness. SLBC encourages the social and cultural interaction of black students by sponsoring black-oriented activities, and it serves as a liaison between the black communities of Greenville and surrounding areas and the black student community at Furman.

-Association for Students Interested in Asia (ASIA): informs the Furman community about different cultural, historical, and religious aspects of Asian countries through a series of movies, lectures and hands-on activities.

-Encouraging Respect Of Sexualities (EROS): For students who identify as or are supportive of gender identity and sexual minorities, EROS provides a safe social space where students can feel free to be who they are, freely express their gender and sexual identity, and receive support from other students.

-Furman University Gospel Ensemble (FUGE): A nondenominational organization whose purpose is to sing Christian songs in the African tradition, the choir performs on campus and in area churches while promoting religious and cultural awareness.

-Furman University International Students Association (FUISA): works to orient international students to college life in the United States by providing a support network and an opportunity for students of different nationalities to meet and exchange ideas.

-Hispanic Organization of Learning and Awareness (HOLA): promotes Hispanic culture at Furman and in the community by providing an enriching experience for students and by encouraging outreach to Greenville's Hispanic residents.

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

See above

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

See above

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

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# Support Programs for Future Faculty

## 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.

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*"---" 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? :**

---

**A brief description of the institution's programs that help increase the diversity of higher education faculty :**

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

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# Affordability and Access Programs

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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?**

:

Yes

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

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**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 :**

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

The university offers the Bridges to a Brighter Future program. The program's ambitious mission is to break the cycle of poverty and low-educational attainment by equipping these students, whose potential outdistances their circumstances, with the tools and support needed to graduate from high school and enroll in post-secondary education. This comprehensive program transforms students' lives by building academic success, self-confidence, resiliency, leadership, and character. Bridges accomplishes its mission by engaging students in an intensive three-year program that begins after ninth grade and includes a four-week, summer residential experience on the Furman campus and year-round support and encouragement through Bridges Saturday College. An incredibly diverse mix of approximately 75 students participate annually from Greenville County.

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

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

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

---

**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 polices 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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 university offers two trainings: NCBI and Safe Zone.

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based in Washington, D.C. Founded in 1984, NCBI has been working to eliminate prejudice and intergroup conflict in communities throughout the world. NCBI Furman is one of fifty NCBI college affiliates and one of only two in South Carolina. Our team, established in fall 2000, is made up of students, staff, and faculty who are committed to promoting tolerance and encouraging conversation among groups on our campus.

Our mission is to: build relationships that reveal the humanity of all persons; model, teach, and hone the skills of healing the wounds of prejudice; work with existing organizations to increase knowledge and understanding around differences of all kinds; mobilize diverse leaders to carry the message of acceptance and inclusion to others; and to create a community where all people and all groups are treated with dignity and respect. Furman regularly offers NCBI workshops for faculty and staff.

The Safe Zone program is designed to foster a welcoming and supportive environment for lesbian, gay, bisexual, and transgender (LGBT) students, faculty, and staff by creating a visible network of knowledgeable and effective allies. Furman has begun offering Safe Zone trainings for students and offered the first Safe Zone training for employees in spring 2011.

## The website URL where information about the trainings and activities are available :

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# Student Training Opportunities

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

*"---" 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 university offers two trainings: NCBI and Safe Zone.

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based in Washington, D.C. Founded in 1984, NCBI has been working to eliminate prejudice and intergroup conflict in communities throughout the world. NCBI Furman is one of fifty NCBI college affiliates and one of only two in South Carolina. Our team, established in fall 2000, is made up of students, staff, and faculty who are committed to promoting tolerance and encouraging conversation among groups on our campus.

Our mission is to: build relationships that reveal the humanity of all persons; model, teach, and hone the skills of healing the wounds of prejudice; work with existing organizations to increase knowledge and understanding around differences of all kinds; mobilize diverse leaders to carry the message of acceptance and inclusion to others; and to create a community where all people and all groups are treated with dignity and respect. Furman regularly offers NCBI workshops for students.

The Safe Zone program is designed to foster a welcoming and supportive environment for lesbian, gay, bisexual, and transgender (LGBT) students, faculty, and staff by creating a visible network of knowledgeable and effective allies. Furman regularly offers Safe Zone workshops for students.

## The website URL where information about the trainings and activities are available :

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# 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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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.

---

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

**Total number of employees working on campus (including contractors) :**

---

**Number of employees (including contractors) that the institution ensures earn sustainable compensation :**

---

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

---

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :**

---

**The website URL where information about the institution's compensation policies and practices is available :**

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# Employee Satisfaction Evaluation

## 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.

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*"---" 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? :**

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**A brief description of the institution's methodology for evaluating employee satisfaction :**

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**The year the employee satisfaction evaluation was last administered :**

---

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

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# Staff Professional Development in Sustainability

## 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

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

**Does the institution make training and professional development opportunities in sustainability available to all staff? :**

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**A brief description of the sustainability trainings and professional development opportunities available to staff :**

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

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# Sustainability in New Employee Orientation

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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## 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? :**

Yes

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

During the required orientation session for all new employees, a brief overview of Furman's institution-wide sustainability efforts is shared. New employees are told about Furman's commitment to sustainability across the university. New employees are also given practical information, including a brochure on Furman's recycling practices.

**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 :**

---

**Program name (1st program) :**

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

**Program name(s) (all other programs) :**

---

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

---

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

---

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

---

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

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

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

Furman's Child Development Center (CDC) provides early childhood education for children aged 3-6. The CDC, located on campus, offers tuition discounts for Furman employees. The mission of the Furman Child Development Center is to provide project based, hands-on early childhood education to the families of Furman University and the surrounding community in a safe and nurturing environment with highly qualified and passionate staff who model responsibility, respect, and empathy for others, realize that children learn in different ways and at different rates, and inspire a lifelong love of learning.

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

<http://www2.furman.edu/sites/CDC/Pages/default.aspx>

# Employee Wellness Program

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

Furman offers several programs designed to promote employee wellness. The university offers free yearly Health Risk Assessments for all employees and dependents, and provides significant discounts on health insurance premiums for employees who complete a Health Risk Assessment. Employees may also see a doctor at the on-campus health center without charge two afternoons a week. Additionally, Furman offers Horizon Health EAP Services. HorizonCare services can help with the following issues: child and elder care, alcohol and drug abuse, life improvement, difficulties in relationships, stress and anxiety with work of family, depression, personal achievement, emotional well-being, financial and legal concerns, grief and loss.

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

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# Socially Responsible Retirement Plan

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

TIAA-CREF offers the CREF Social Choice Account for Furman University employees. This account screens out securities (both stocks and bonds) from companies whose businesses do not meet our internal guidelines. These guidelines include companies who make fire arms, alcohol, tobacco, and have poor track record in regards to the environment. In addition to this fund, TIAA-CREF has taken a position to remove all securities associated with the disturbing issues in Sudan in all of our accounts. Also, we practice our philosophy of Corporate Governance which attempts to limit excessive compensation for the executives associated with the companies we invest the retirement funds in.

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

---

# 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

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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**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?**

:

No

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

---

**Members of the CIR, including affiliations :**

---

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

---

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

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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.

---

*"---" 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? :**

---

**Has the institution conducted a negative screening of its entire investment pool within the last three years? :**

---

**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

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

---

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

## Total value of the investment pool :

414560914 US/Canadian \$

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

0 US/Canadian \$

## Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

## Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

0 US/Canadian \$

## Value of holdings in community development financial institutions (CDFIs) :

0 US/Canadian \$

## Value of holdings in socially responsible mutual funds with positive screens :

**A brief description of the companies, funds, and/or institutions referenced above :**

The amount referenced above is invested in funds with positive sustainability screens that choose companies to invest in based on consideration of the environmental and social responsibility, in both products and practices, of those companies as well as vote proxies with sustainability in mind.

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

---

## 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? :**

No

**A brief description of the student-managed sustainable investment fund :**

---

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

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# Sustainable Investment Policy

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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*"---" 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? :**

Yes

## **A brief description of the sustainable investment policy :**

The 'Core Beliefs' section of the investment policy includes the following policy statement on sustainability and social responsibility:

"The Investment Committee and staff will strive to maintain an acute awareness of the University's sustainability initiatives and, within the context of this policy, consider opportunities that support Furman's commitment to the environment."

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

<http://www2.furman.edu/sites/endowment/Pages/FurmanandSustainability.aspx>

# Investment Disclosure

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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*"---" 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? :**

Yes

**A brief description of the institution's investment disclosure practices :**

Much information about the university's endowment fund is available at our website (

<http://www.furman.edu/endowment/index.html>

) including, but not limited to, information on holdings, asset levels, investment policy, financial statements, historical asset allocation, governance structure, key partners (custodian, consultant, auditor, etc.) Additional information is available from our investment office.

**The website URL where information about investment disclosure available :**

<http://www.furman.edu/endowment/index.html>

# 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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :

Furman's Community Conservation Corps (CCC) is a partnership among Furman University's Heller Service Corps, Community Relations Department, and Shi Center for Sustainability, the City of Greenville, the Greenville County Redevelopment Authority, and the United Way of Greenville County, along with other stakeholders, to provide home weatherization and education services to Greenville residents who qualify for assistance. Two Americorps members, supported through United Way of Greenville and Furman University, administer the program, which is also partially funded in partnership with Piedmont Natural Gas. Through this partnership, Furman students, under the guidance of Americorps members and weatherization professionals, provide education to homeowners, as well as weatherization services for homes which meet the guidelines for qualification.

## The website URL where information about sustainability partnerships is available :

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# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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 :**

-Over the past three years, Furman has collaborated with Middlebury College in Vermont and Second Nature to provide two workshops for national audiences on climate action planning. After a successful workshop at the 2009 AASHE/Greening of the Campus Conference in Indianapolis, Dr. Halfacre (Director of the Shi Center for Sustainability at Furman), Jack Byrne (Director of the Sustainability Integration Office at Middlebury), and Second Nature offered a second workshop at Furman to 15 participants from across the nation in March 2010.

-Dr. Halfacre presented during a webinar in August 2010 through the AASHE STARS program, focused on the lessons learned and Furman's approach to gaining buy-in across the campus.

-Teams from Middlebury College and Furman collaborated to share their differing strategies for integrating sustainability into the curriculum at liberal arts universities. The resulting book chapter, titled "Shaping Sustainability: Emergent and Adaptive Models from Furman and Middlebury," will appear in the book Taking it to the Next Level: Strategies for Adaptation across the Sustainability Curriculum, to be published in 2013.

Furman Authors:

Dr. Angela Halfacre (Shi Center for Sustainability/Political Science/Earth and Environmental Sciences),

Dr. Michelle Horhota (Psychology),

Katherine Kransteuber (Shi Center for Sustainability),

Brittany DeKnight (Shi Center for Sustainability),

Dr. Brannon Andersen (Earth and Environmental Sciences)

Middlebury Authors:

Jack Byrne (Sustainability Integration Office),

Dr. Steve Trombulak (Biology),

Dr. Nan Jenks-Jay (Dean of Environmental Affairs)

-In March 2010, Shi Center Director Dr. Angela Halfacre and Dr. Tom Kazee (then Provost and Executive Vice President) highlighted Furman's sustainability curricular efforts at a Wake Forest University conference titled Taking It to the Next Level: Strategies for

Adaptation across the Sustainability Curriculum.

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

- American College and University Presidents' Climate Commitment
- Associated Colleges of the South Environmental Initiative
- The Duke Endowment Task Force on Community and Environmental Sustainability
- Association for the Advancement of Sustainability in Higher Education
- American Council on Renewable Energy
- Society for College and University Planning

**A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :**

The Duke Endowment Task Force on Community and Environmental Sustainability was created in 2008 as an innovative way for institutions to collaborate in the move toward campus sustainability. The Duke Endowment, an approximately \$2.5 billion endowment based in Charlotte, NC, supports four institutions of higher education in North and South Carolina: Davidson College, Duke University, Furman University, and Johnson C. Smith University. Furman's Shi Center for Sustainability Director Angela Halfacre serves as the chair of the task force. For more information, please see

<http://www.dukeendowment.org/issues/improving-rural-communities/sustainable-campuses>

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

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# Sustainability in Continuing Education

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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.

---

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

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

Yes

**Number of sustainability continuing education courses offered :**

40

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

445

**Does the institution have a sustainability-related certificate program through its continuing education or extension department? :**

Yes

**A brief description of the certificate program :**

In Fall 2010, Furman offered for the first time a Post-Graduate Diploma in Corporate Sustainability. This program is targeted to people who are serving as sustainability officers or are being asked to lead sustainability efforts for their organization. The program was highly successful, and the university is planning to continue to offer the program. The key learning and application outcomes are as follows:

-Review of key drivers in existence and on the horizon that may influence your business

-Defining and applying corporate sustainability to the business, including:

- assessing and defining sustainable business practices as they pertain to your business and industry

- determining which sustainable business practices make the most sense in terms of realizing an effective return on investment

- ascertaining which tools are most appropriate to understand and utilize
- ensuring that sustainability becomes a strategic business practice
- developing an individual “capstone” organizational project which will be submitted to the program facilitation team for evaluation and critique

**Year the certificate program was created :**

2010

**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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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.

---

## Submission Note:

The numbers reported above include only the estimated number of students who engaged in service through the university's primary service organization, the Heller Service Corps, in the 2009-2010 academic year. This is a necessary undercounting of the total number of students engaged in some form of community service at Furman, given that there are a wide variety of groups who engage in community service other than the Heller Service Corps. Currently, we do not track the total number of students who participate in community service across the university.

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

## The number of students engaged in community service :

1000

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

2425

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

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# Community Service Hours

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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:

While Furman students are heavily engaged in community service, through our service organizations, Green organizations, athletic teams, service learning programs, and other venues for community service, we do not currently have a mechanism for tracking the number of hours our students are engaged in community service each year.

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

**The number of student community service hours contributed during a one-year period :**

---

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

---

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

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# Sustainability Policy Advocacy

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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 :**

Furman, as part of its collaboration with The Duke Endowment Task Force on Community and Environmental Sustainability, has specifically advocated for more renewable energy incentive legislation in South Carolina to assist with collaborative efforts across the Carolinas.

**The website URL where information about the institution's advocacy efforts are available :**

---

# Trademark Licensing

## Criteria

### *Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### *Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

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

**Is the institution a member of the Worker Rights Consortium? :**

No

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

Yes

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

---

**The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available :**

---

## Graduation Pledge

"---" 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? :**

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**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

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

**Does the institution include community service achievements on student transcripts? :**

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**A brief description of the practice :**

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

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## Farmers' Market

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

**Does the institution host a farmers' market for the community? :**

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**A brief description of the farmers' market :**

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

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# 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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

## **A brief description of the innovative policy, practice, program, or outcome :**

Furman's Living Machine is a constructed wetland wastewater treatment system located on Furman's campus. Built in 2009, the system treats campus wastewater by cycling it through a treatment system that mimics natural tidal processes and can treat up to 19 cubic meters per day. The output of the system is then recirculated to be used for flushing toilets and cagewashing. The system is also a focal point on campus for teaching and research. Student and faculty research on the system is ongoing, related to the biogeochemical functioning of the system, the energy and material use of conventional and nonconventional wastewater treatment systems, and the efficiency of recycled water use. The Living Machine is also used in a variety of courses, from earth and environmental science and biology courses studying

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

biogeochemistry to environmental health courses studying methods of wastewater treatment.

**A letter of affirmation from an individual with relevant expertise :**

[Wastewater letter.pdf](#)

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

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### Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

### 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.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

Over the past three academic years (beginning in spring 2009), Furman students, faculty, and staff have been engaged in an innovative student-led project to develop a comprehensive set of data on Furman's campus waste stream. Students have audited all residential campus waste, along with selected waste from academic buildings, over a three year period, collecting weight and volume measurements for total trash and recycling as well as the amount of items disposed of as trash that are recyclable. Students continue data collection this year, and are using the results of this and previous years to work with faculty and staff to develop a comprehensive recycling plan for Furman University.

**A letter of affirmation from an individual with relevant expertise :**

[Innovation Credit Waste Audit \(1\).pdf](#)

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

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## Innovation 3

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

---

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

## Innovation 4

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

# 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

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## 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? :**

No

**Provide a brief description of the presentations, speakers or skits :**

---

**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? :**

Yes

**Provide a brief description :**

Furman's Shi Center for Sustainability educates new students about the important roles and practices of sustainability on Furman's campus. The presentations provide information about student academic resources, extracurricular groups, and community organizations through which students can become more involved in sustainability efforts. Presentations also include information about how to live sustainably while at Furman, particularly about Furman's recycling programs and other sustainable campus policies. These presentations are part of a menu of optional sessions that new students can attend.

## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## Criteria

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

---

*"---" 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 :**

Furman requires all students to complete two First-Year Seminars as a prerequisite for graduation. These seminars provide students with a first-year experience that requires them to assume greater responsibility for their own learning and prepares them for college-level coursework and analysis. Each seminar focuses on a unique specific topic, requiring intense discussion and writing about particular material. Some of the seminars focus on food or food systems, explaining how students' food choices affect them, their environment, and their fellow global citizens. A prime example is the First Year Seminar entitled "Eating as a Sustainable Act," in which students examine the relationship between them and the food they eat, how that food is produced, and the economic, social, and environmental impacts of eating. The students took several field trips to local farms to help define sustainable agriculture.

### **Are students educated in dining facilities about how to make eco-positive food choices? :**

Yes

#### **Provide a brief description :**

In all of Furman's dining facilities, locally grown and organic products are labeled. There is also a large bulletin board displaying the health and environmental benefits of eating local and organic food. The display contains information about the local farmers from which our dining facilities purchase food, as well as seasonal availability of various produce and the amounts of food donated to local food banks.

### **Are students educated during orientation about how to make eco-positive food choices? :**

No

#### **Provide a brief description :**

**Are students educated in other venues about how to make eco-positive food choices? :**

---

**Provide a brief description :**

---

**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 :**

Students have the opportunity to work at the Furman Farm, a ¼ acre organic-practice garden where students grow numerous crops with the aid of Farm staff. Here, students learn how to grow their own food and can see how such practices positively affect Furman and the Greenville community.

# Food and Beverage Purchases

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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## Criteria

Institution provides details of its food and beverage purchases.

---

*"---" 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 :**

---

**The percentage of food and beverage expenditures that were grown within 100 miles of the institution :**

---

**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) :**

Herbs including but not limited to basil, cilantro, rosemary, mint, sage, etc. (This makes up a negligible percentage of the food budget.)

**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 :**

Coffee (All coffee served by our food service provider is fair trade certified and is roasted and processed locally.)

# Confinement-Free Food Purchases

## Criteria

Institution provides details of its confinement-free animal product 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) :**

---

**Percentage purchased (1st product) :**

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**Comments (1st product) :**

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**Type of confinement-free product purchased (2nd product) :**

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**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of confinement-free product purchased (3rd product) :**

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**Percentage purchased (3rd product) :**

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**Comments (3rd product) :**

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**Type of confinement-free product purchased (4th product) :**

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**Percentage purchased (4th product) :**

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**Comments (4th product) :**

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# 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) :**

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**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) :**

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**Comments (4th product) :**

---

**Type of vegetarian-fed product purchased (5th product) :**

---

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

---

# Hormone-Free Food Purchases

## Criteria

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

---

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

**Type of hormone-free product purchased (1st product) :**

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

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**Type of hormone-free product purchased (2nd product) :**

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

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**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) :**

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**Percentage purchased (5th product) :**

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**Comments (5th product) :**

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# Seafood Purchases

## Criteria

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

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*"---" 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) :**

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**Percentage purchased (1st product) :**

---

**Standard used (1st product) :**

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**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) :**

---

**Percentage purchased (2nd product) :**

---

**Standard used (2nd product) :**

---

**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) :**

---

**Percentage purchased (3rd product) :**

---

**Standard used (3rd product) :**

---

**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) :**

---

**Percentage purchased (4th product) :**

---

**Standard used (4th product) :**

---

**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) :**

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# Dishware

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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## Criteria

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

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*"---" 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? :**

No

**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? :**

Yes

**Does the institution offer other types of dishware at its dining services locations? :**

---

**Provide a brief description. :**

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

**Criteria**

Institution provides details about its energy initiatives.

---

*"---" 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 :**

5

**The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

1.80

**The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :**

0.45

**The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

1.10

**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

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

## Criteria

Institution reports its energy use by type.

---

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

**The percentage of total electricity use from coal. :**

45.60

**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. :**

0.43

**The percentage of total electricity use from solar PV. :**

0.01

**The percentage of total electricity use from geothermal. :**

0

**The percentage of total electricity use from nuclear. :**

52.45

**The percentage of total electricity use from hydro. :**

0

**The percentage of total electricity use from other. :**

---

**Provide a brief description. :**

---

**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. :**

57.70

**The percentage of total energy used for heating buildings from natural gas. :**

42

**The percentage of total energy used for heating buildings from geothermal. :**

0.30

**The percentage of total energy used for heating buildings from fuel oil. :**

0

**The percentage of total energy used for heating buildings from other. :**

---

**Provide a brief description. :**

---

**If cogeneration, please explain. :**

---

**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

---

**Criteria**

Institution provides details about its procurement efforts.

---

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

**The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :**

100

**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) :**

---

**Does the institution's vendor code or policy require vendors to use less packaging? :**

No

## Bike Sharing

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### Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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### Criteria

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

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

**The number of bicycles available through bike sharing programs :**

3

# Water Initiatives

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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**Criteria**

Institution provides details about its water initiatives.

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**Submission Note:**

Less than 1% of the urinals on campus are waterless.

*"---" 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? :**

Yes

**The percentage of urinals on campus that are waterless :**

---

# Endowment

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## Responsible Party

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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## 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 :

572162346 US/Canadian \$

## Date as of :

June 30, 2011

## Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

No

## 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) :

No

## 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)? :

No

**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)? :**

No

**Do investment managers handle the details of proxy voting on environmental and social resolutions? :**

Yes

**Do investment managers handle the details of proxy voting on corporate governance resolutions? :**

Yes

**Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :**

Yes

**Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :**

No

**Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :**

No

**Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :**

No

**Does a single administrator determine proxy votes on environmental and social resolutions? :**

No

**Does a single administrator determines proxy votes on corporate governance resolutions? :**

No

**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :**

No

**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :**

No

**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy**

**votes on environmental and social resolutions? :**

Yes

**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :**

Yes

**Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :**

No

**Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :**

No

# Sustainability Staffing

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**Responsible Party**

**Brittany DeKnight**

Associate Director

David E. Shi Center for Sustainability

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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) :**

160

**FTE staff on payroll :**

4

**FTE student intern/fellow :**

100