



# Duke University

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

**Date Submitted:** May 10, 2012

**STARS Version:** 1.2

# Table of Contents

<b>Education &amp; Research</b>	<b>3</b>
Co-Curricular Education	3
Curriculum	28
Research	48
<b>Operations</b>	<b>61</b>
Buildings	61
Climate	69
Dining Services	77
Energy	90
Grounds	101
Purchasing	109
Transportation	121
Waste	139
Water	154
<b>Planning, Administration &amp; Engagement</b>	<b>165</b>
Coordination and Planning	165
Diversity and Affordability	179
Human Resources	198
Investment	213
Public Engagement	224
<b>Innovation</b>	<b>239</b>
Innovation	239
<b>Supplemental</b>	<b>248</b>
Supplemental Data	248

*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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

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

13681

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

Students for Sustainable Living

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

13681

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

Students for Sustainable Living (SSL) is a student employment program run by Sustainable Duke. SSL is a paid, 15-member student corps dedicated to “greening” Duke’s campus culture through education and outreach with the ultimate goal of reducing the University’s environmental footprint. A team of graduate and undergraduate students work approximately 3-5 hours per week throughout the academic year and receive between \$8 and 10 per hour.

Students learn about current sustainability efforts at Duke and select an area of campus sustainability that they are passionate about.

Working in teams, students design and implement campus sustainability projects throughout the year. Past projects have included a staff

sustainability education program, a green dining award, a showcase "green dorm room" and creating eye-catching signs with sustainability messages at key decision-making points across campus.

SSL creates change by researching, meeting with administrators and creatively outreaching to the Duke community. As a strong, collaborative community, SSL participants meet together weekly, along with the Sustainability Outreach Coordinator, to share updates and ideas.

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

Duke's Sustainability Outreach Coordinator distributes an application at the beginning of the Fall semester, reviews applications, and selects roughly 15 graduate and undergraduate students to participate in SSL for the academic year. The application asks students to discuss their interest in SSL, their perspective on campus environmental problems, and how SSL could impact sustainability at Duke.

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

Students will learn about current sustainability efforts at Duke and select an area of campus sustainability that they are passionate about. Past projects have focused on topics such as a staff sustainability education program, a green dining award, a showcase "green dorm room" and creating eye-catching signs with sustainability messages at key decision-making points across campus. For the 2010-2011 academic year, student teams (2-3 students) worked on projects related to energy, recycling and waste, water, and food and dining. SSL creates change by researching, meeting with administrators and creatively outreaching to the Duke community. As a strong, collaborative community, SSL participants meet together weekly, along with the Sustainability Outreach Coordinator, to share updates and ideas.

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

Duke's Sustainability Outreach Coordinator works with students individually and student groups on setting short and long-term goals, creating timelines, measuring project success, and assisting students with contacting other campus staff. The Coordinator meets weekly with SSL participants to share updates and ideas and is available to meet with students individually or in teams. Students are paid for their work throughout the year, which results in an approximate total cost of \$12,000 for the sustainability office. Additionally, resources are made available to students through the Green Grant program to fund any aspects of their projects that have a monetary cost.

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

[http://sustainability.duke.edu/campus\\_groups/ssl.html](http://sustainability.duke.edu/campus_groups/ssl.html)

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

East Campus Dorm Eco-Reps

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

1723

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

Sustainable Duke's Dorm Eco-Reps are unpaid students who are leaders for sustainability in the 14 East Campus residence halls at Duke. They educate their peers about sustainability and develop fun and engaging programming to lower the environmental footprint of the residence halls and their residents.

The Dorm Eco-Reps program began as a pilot with Wilson Hall in the spring of 2010 and expanded to all East Campus residence halls in the fall of 2010. The Dorm Eco-Reps run the Green Dorm Room Certification program on East Campus. Other projects from the 2010-2011 academic year included a sustainable “tip of the week” in each dorm, auditing the presence of dual-flush toilets, posting informative maps about the location of cardboard recycling dumpsters, as well as other student generated ideas.

Dorm Eco-Reps volunteer approximately 1-3 hours per week of their time. As a strong, collaborative community, Dorm Eco-Reps meet together for one hour each week to share updates and ideas.

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

Duke’s Sustainability Outreach Coordinator selects Dorm Eco-Reps after reviewing an application requiring applicants to answer questions about their ideas regarding sustainability and potential projects for the dorms.

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

Dorm Eco-Reps are unpaid students who are leaders for sustainability in the 14 East Campus Dorms at Duke. They educate their peers about sustainability and develop fun and engaging programming to lower the environmental footprint of the dorms and residents. Projects this year will include green dorm room audits, a sustainable “tip of the week”, auditing the presence of dual-flush toilets in the dorms, posting informative maps about the location of cardboard recycling dumpsters, as well as other student generated ideas. Dorm Eco-Reps volunteer approximately 1-3 hours per week of their time. As a strong, collaborative community, Dorm Eco-Reps meet together for one hour every other week to share updates and ideas.

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

Duke’s Sustainability Outreach Coordinator oversees two paid SSL students who work closely with and coordinate the Eco-Reps. The Coordinator meets weekly with the two SSL students to share updates and ideas. The SSL students meet for one hour every other week with the Dorm Eco-Reps.

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

[http://sustainability.duke.edu/campus\\_groups/ecoreps.html](http://sustainability.duke.edu/campus_groups/ecoreps.html)

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

# Student Sustainability Outreach Campaign

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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) :

Eco-Olympics

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

Eco-Olympics is an annual, month-long energy, waste and water reduction competition between the 14 freshman dorms on East Campus. The competition consists of a series of events geared towards education and energy and waste reduction. When students participate in an event, they earn points for their dorm. Scores for dorms are based on student attendance at educational events, measured energy use, and amount of recyclable material in trash. The winning dorm gets an ice cream party and free T-shirts for everyone. In the past, the university president has attended the ice cream party. There are also individual prizes for students who attend events. Members of an

undergraduate student sustainability organization take names of the students present at each event and then names are selected randomly to win prizes at the end of the event. Every time a student attends a major event, he or she gains another chance to be selected.

Waste and water reduction are not measured directly. Waste reduction is assessed through a garbage event, in which garbage samples are taken from random trash receptacles in each dorm. The garbage is weighed, the recyclables are separated out, and then the garbage is weighed again. A higher percentage of recyclables in the trash leads to a lower score. Water conservation cannot be measured, but it is encouraged during the competition. We also highlight the fact that hot water is a major component of energy use in the dorms. Energy reductions are calculated using energy readings provided weekly by Facilities Management and compared to a baseline.

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

During Eco-Olympics, freshmen learn about energy conservation, recycling, and worldwide environmental issues. The things they learn stick with them for the rest of their time at Duke and after graduation. Most Duke upperclassmen can recall the competition and at least one environmentally friendly practice that they learned while it was taking place. The freshman dorms have a greater sense of community than any other dorms on campus, which enhances the spirit of competition. Holding the competition on East Campus targets students early in their time at Duke, allowing them to later build on what they've learned. Energy reductions during the competition have been as high as 54% for the winning dorm, but the average is usually between 11% and 15%. These reductions are calculated from energy readings provided weekly by Facilities Management.

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

[http://www.duke.edu/web/env\\_alliance/olympics/](http://www.duke.edu/web/env_alliance/olympics/)

# Sustainability in New Student Orientation

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

*"---" 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 :

Duke's Office of Sustainability incorporates information on how to move-in and furnish sustainably in orientation materials distributed to incoming freshmen. In addition, two new-student orientation activities focus on sustainability and waste reduction. Stainless steel bottles are distributed to all incoming students and they are encouraged to bring these bottles to all events. Duke's Office of Sustainability and Duke Recycles collaborate to throw a zero-waste picnic, in which all materials distributed are either recyclable or compostable. At the picnic, volunteers educate students about the importance of waste reduction and Duke's efforts to compost dining waste on campus.

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

[http://sustainability.duke.edu/news\\_events/items/2008\\_08\\_13ZeroWastePicnic.html](http://sustainability.duke.edu/news_events/items/2008_08_13ZeroWastePicnic.html)

# Sustainability Outreach and Publications

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :**

Duke's Office of Sustainability maintains and regularly updates a public website that consolidates all information regarding sustainability efforts on campus.

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

<http://www.sustainability.duke.edu/>

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

Yes

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

Duke's Office of Sustainability publishes a bi-monthly newsletter with updates regarding sustainability efforts and events on campus and in the Durham community. This newsletter is sent to an email listserv that reaches over ten thousand Duke students, staff members, and faculty.

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

[http://sustainability.duke.edu/news\\_events/index.php](http://sustainability.duke.edu/news_events/index.php)

**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 :**

---

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

---

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

No

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

---

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

---

**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 :**

Signs in the two main campus eateries highlight the sustainability efforts of Bon Appétit, the company that services these dining halls. These signs are posted on every table in the eatery and detail the importance of local food and sustainable fisheries. Signs above the trashcans in the campus eateries remind students to leave all food waste on their trays so that the kitchen staff can compost it.

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

<http://www.cafebonappetit.com/duke/env/>

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

No

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

---

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

---

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

Yes

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

The Duke Campus Tree Tour was created by Duke Facilities Management Department (FMD) Grounds Maintenance Office to share a small fraction of the numerous trees that inhabit the Duke University and Duke Medical Center Campuses. An online version of the tour is located at the URL above, and paper copies are available in the Admissions Building.

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

[http://sustainability.duke.edu/news\\_events/items/2009\\_04\\_28TreeTour.html](http://sustainability.duke.edu/news_events/items/2009_04_28TreeTour.html)

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

Yes

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

Duke's Office of Sustainability maintains a web guide to alternative transportation on the sustainability website (

[http://www.parking.duke.edu/alternative\\_transportation/index.php](http://www.parking.duke.edu/alternative_transportation/index.php)

), including information about Duke buses and vans, carpooling, vanpools, bicycling, zipcars, and walking to facilitate using alternative transit to get to campus.

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

[http://sustainability.duke.edu/campus\\_initiatives/transportation/index.html](http://sustainability.duke.edu/campus_initiatives/transportation/index.html)

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

Yes

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

First-year students in Duke's Class of 2015 are learning how to live green on campus before they even arrive. All first-year students have received a link to the new Green Book, a guide to living in an eco-friendly way at Duke. Many of the first-year students will also receive a hard copy of the book, printed on recycled paper, as they are distributed by students during Orientation Welcome Week. Students will find information about dining, recycling, alternative transportation, and other aspects of green living. The Green Book also provides information that is useful to students before they arrive on campus, such as a shopping list for a green dorm room and ways to get around Duke and Durham without bringing a car to campus.

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

<http://sustainability.duke.edu/action/greenbook/index.html>

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

Yes

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

The Chronicle, a daily student publication, runs an opinion-editorial column called the "Green Devil," which regularly covers a variety of sustainability topics and is written by a Duke graduate student.

**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 :**

<http://dukechronicle.com/article/blue-devils-green-age>

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

Yes

**A brief description of this material :**

Sustainable Duke and Students for Sustainable Living have been working to place signs around dormitories and academic buildings to remind students, staff, and faculty to observe particular environmentally-friendly practices ranging from reducing their shower time to taking the stairs instead of the elevator. The signs themselves are sustainable, printed on recyclable plastic with eco-solvent ink. Funded by Sustainable Duke and Residence Life and Housing Services, these signs have been placed in 18 campus buildings.

**The website URL for this material :**

[http://sustainability.duke.edu/campus\\_initiatives/buildings/Signs.html](http://sustainability.duke.edu/campus_initiatives/buildings/Signs.html)

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

Yes

**A brief description of this material :**

Working@Duke is the primary print publication for Duke University faculty and staff. Each month, a page of this newsletter is dedicated to sustainability news. An example of content in the newsletter can be found on page 7 of the URL listed above.

**The website URL for this material :**

<http://www.hr.duke.edu/workingatduke/archive/2010/11.php>

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

Yes

**A brief description of this material :**

After becoming the Dean of Duke's Nicholas School of the Environment, Bill Chameides launched

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

, a blog about science, sustainability, and the environment. Through guest blogging stints and cross-postings on the Huffington Post, the Green Grok is an important voice in the online world, educating the public at large about things scientific and environmental.

**The website URL for this material :**

<http://www.nicholas.duke.edu/thegreengrok/>

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

---

**A brief description of this material :**

---

**The website URL for this material :**

---

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

---

**A brief description of this material :**

---

**The website URL for this material :**

---

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

---

**A brief description of this material :**

---

**The website URL for this material :**

---

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

---

**A brief description of this material :**

---

**The website URL for this material :**

---

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

---

**A brief description of this material :**

---

**The website URL for this material :**

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

"---" 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 :

There are two main student groups at Duke University actively involved in campus sustainability. Environmental Alliance (EA) is an undergraduate student group committed to promoting the implementation of sustainable practices at Duke University (

[http://www.duke.edu/web/env\\_alliance/aboutus.html](http://www.duke.edu/web/env_alliance/aboutus.html)

). Through organization, advocacy, and outreach, this organization strives to make Duke a model campus for environmental stewardship. EA's mission is to support and defend the environmental values in the campus community and beyond. This group's goal is to minimize the university's ecological footprint on the planet through the implementation of sustainable practices on Duke's campus and in Durham.

The Duke University Greening Initiative (DUGI) is a primarily graduate student organization (

<http://web.duke.edu/greening/mission.html>

). While the organization is project-based, it focuses on projects that will further the institutionalization of sustainability at Duke. Recognizing that in a volunteer organization equal ownership is vital, DUGI operates on a non-hierarchical, consensus basis.

In addition to EA and DUGI, there are a number of other student groups at Duke focused on sustainability, including the Graduate and Professional Student Council's Green Team, Student Environment Sustainability Committee, Honeypatch, Farmhand, REMEDY, Business and the Environment Club, Environmental Law Society, Net Impact, Green Wave, WOODS, Duke Community Garden, and Duke Bike Advocates.

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

Environmental Alliance -

- Development of first Duke Green Book - online and print resource for all incoming first year students to learn how to live sustainability on campus
- Eco-Olympics - annual waste, water and energy competition between first year dorms on Duke's East Campus
- Real Food Campaign - assessing impact of food on Duke's campus and working to have the administration sign the Real Food Commitment

- Environmental awareness events - screening of Gasland, Earth Hour concert, etc.

Duke University Greening Initiative -

- Development of Graduate Green Book - guide to green living targeted to different Duke graduate and professional schools

- Outdoor lighting audit - completing an outdoor lighting audit with Facilities to transition campus completely over to LED lighting

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

see above

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

[http://sustainability.duke.edu/campus\\_groups/index.html](http://sustainability.duke.edu/campus_groups/index.html)

# Organic Garden

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 Duke Community Garden is a student run-organization that seeks to improve campus sustainability by providing organic food to campus eateries. The garden provides its members with a place to relax and enjoy nature, as well as an opportunity to enjoy fresh produce. The plants in the garden are regularly replaced with crops optimal for the season and climate. Any student or staff member is able to participate, and the garden will provide instruction in optimizing and tending crops.

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

[http://sustainability.duke.edu/news\\_events/items/2009\\_12\\_07%20ComGarden.html](http://sustainability.duke.edu/news_events/items/2009_12_07%20ComGarden.html)

# Model Room in a Residence Hall

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

"---" 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? :

Yes

### A brief description of the model room :

During the summers at Duke, prospective students on campus tours view a model Green Dorm Room that show them how live sustainably at Duke. The Green Dorm Room is a project by Sustainable Duke and three students from the Students for Sustainable Living program. Green Dorm Room

Funded by a \$500 grant from the Duke STARS program, a group that allocates funding to sustainability-related projects at Duke University, the room in Few Quad was furnished with about 20 sustainable items purchased from Whole Foods Market, Target and

[Etsy.com](https://www.etsy.com)

, a website that sells sustainable goods made by artisans around the world.

According to results from Duke's Green Devil Challenge - a monthly effort to promote sustainable behavior at Duke - students at the university average about one metric ton of carbon dioxide emissions annually from dorm room energy and water usage.

Biodegradable toiletries and cleaning products, and a power strip that automatically turns off electronics were some items featured in the room. A sign accompanied each product and explained what the item was and how it made the room more sustainable. Some items will also be shown in a Few Quad common room when students arrive on campus in August.

Due to a shortage of rooms for resident students, the Green Dorm room was not open during the 10-11 academic year. However, in true sustainable fashion, all items will be reused each summer as a highlight of Duke campus tours and in future academic years.

What's in the room?

- \* Organic sheets & pillows
- \* "Smart" power strip that turns off electronics
- \* Lamp made with recycled bottles
- \* Area rug made of recycled plastic
- \* Clothes drying rack
- \* Aluminum water bottle
- \* Biodegradable laundry detergent

- \* Reusable shopping bag
- \* Compact florescent light bulbs
- \* Bike helmet
- \* Chemical-free cosmetics
- \* Biodegradable cleaning supplies
- \* Wall art printed on recycled paper with soy inks

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

[http://sustainability.duke.edu/campus\\_initiatives/buildings/GrnDrmRm.html](http://sustainability.duke.edu/campus_initiatives/buildings/GrnDrmRm.html)

# Themed Housing

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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) :**

The Duke Smart Home Program is a research-based approach to smart living sponsored by the Pratt School of Engineering. Primarily focused on undergraduates, the program encourages students from different academic disciplines to form teams and explore smart ways to use technology in the home. The Duke Smart Home Program encompasses a 6,000 sq. ft. residential dorm and research laboratory called the “The Home Depot Smart Home”; a thriving student club of Duke students who explore smart home technology design and prototyping (some projects are directly related to the dorm), a growing core of faculty who conduct research that parallels the goals of the Duke Smart Home Program, and an enthusiastic community of members of industry who see this program as a unique way to cultivate the next generation of employees and to augment their own consumer technology R&D efforts. The mission of the Smart Home is to see sustainable living research at Duke continue expand to include students from all disciplines of academic study. In addition, they aim to stimulate faculty across Duke to participate in research focused on technology adoption, energy efficiency, and environmental sustainability.

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

<http://smarthome.duke.edu/>

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

12

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

"---" 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 :

There are several student enterprises at Duke that achieve the objective of education in sustainable business skills:

### DukeFish

DukeFish is a student organization whose mission is to promote sustainable fishing and consumer practices by reaching out to our peers, community members, and local industry. In 2009, DukeFish organized a community-supported fisheries (CSF) pilot project called Walking Fish. Walking Fish is a community supported fishery (CSF) that links fishermen on the coast of North Carolina to consumers in the Triangle. Walking Fish is entering its third CSF season. The CSF involves pre-payment by consumers for a 'share' of fresh, locally harvested seafood (i.e., a set amount of seafood generally picked up by the consumer on a weekly or bi-weekly basis). Just as CSAs can encourage sustainable and profitable farming practices, CSFs have the potential to do the same for fishing.

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

<http://walking-fish.org/>

### Duke Community Garden

The Duke Community Garden is a collaboration between Duke students and Durham residents who are passionate about slow food and sustainability. Students have created a large vegetable garden on a tract of land adjacent to the Duke SmartHome. Students work with other Durham residents and garden professionals to grow organic foods, as well as to explore the sale of produce to on-campus eateries and organize donations to local shelters. Students have gained valuable entrepreneurial skills through obtaining grants to fund the project, maintaining an operating budget, and exploring the potential of obtaining a business license and liability insurance to sell produce to our main food provider on campus, Bon Appetit.

<http://dukegroups.duke.edu/stars/projects/duke-community-garden/>

#### Farmhand

Farmhand began in fall 2006 as a volunteer effort geared toward building awareness of sustainable agriculture throughout the Nicholas School community by providing physical labor for local small-scale farmers that produce healthy food for the Durham/Triangle community through sustainable agriculture. In addition to the organization of an annual Fall Festival and Spring Sustainable Dinner, for which the group collects revenue, students also maintain a program selling local food boxes, providing local farm food to the Duke community.

<https://wiki.duke.edu/display/nickipedia/Farmhand>

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

---

# Sustainability Events

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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) :**

Duke University holds several major events related to sustainability. The Bike to Work Week Celebration is a “meet and greet” event that facilitates interaction between Duke employee cyclists and bike commuters. Electronics Recycling Day is open to students and staff who wish to recycle personal electronic items. Electronics are recycled by Creative Recycling Services, an industry leader in environmental standards and zero waste disposal. Duke holds sustainability-focused events throughout Earth Month, including speakers, workshops, tours, and an Earth Day Festival.

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

[http://sustainability.duke.edu/news\\_events/index.php](http://sustainability.duke.edu/news_events/index.php)

# Outdoors Program

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Project WILD began as Duke's first pre-orientation program in 1974 with the help of the Carolina Outward Bound School. Since then, the program has grown to include a spring break trip, a house course, a low ropes course, and a fall trip for Durham area high school students. Over the past 30 years, thousands of Duke Students have started their college experience with Project WILD, and through the low ropes course and Step into the WILD, the Durham community benefits from wilderness experiential education as well.

The Duke OutPost (

<http://www.studentaffairs.duke.edu/osaf/outpost>

), houses the Duke Bikes program and loans camping gear and sports equipment to all Duke students free of charge. The OutPost also provides a gathering space for student group and individuals seeking outdoor recreation opportunities and has many resources about activities, parks, and sites in and around North Carolina.

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

<http://www.duke.edu/web/PWILD>

## Themed Semester or Year

---

### Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Duke's Focus Program for first-year students provides clusters of courses designed around an interdisciplinary theme. Students explore a range of issues and ideas from different viewpoints across the humanities, sciences, and social sciences; Focus faculty from diverse academic departments are leading researchers in their fields. The Focus program has had several sustainability-related topics over the past few years; three fall 2010 clusters were sustainability-themed: "Evolution and Humankind" (

<http://trinity.duke.edu/focus-program/clusters-courses/evolution-humankind>

), "Engineering Frontiers" (

<http://trinity.duke.edu/focus-program/clusters-courses/engineering-frontiers>

), and "Ethics, Leadership, and Global Citizenship" (

<http://trinity.duke.edu/focus-program/clusters-courses/ethics-leadership-global-citizenship>

).

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

---

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

<http://trinity.duke.edu/focus-program>

# 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

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

### Part 1

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

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

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

### Part 2

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

### Part 3

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

---

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

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

Yes

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

The Duke University Education Subcommittee of the Campus Sustainability Committee (CSC) is composed of 20 faculty, staff, and students, and focuses on sustainability at Duke as it relates to education, community outreach and research. In particular, the Education Subcommittee is tasked with developing recommendations for the CSC as to how Duke should meet the ACUPCC mandate that the university will take actions that will "...make climate neutrality and sustainability a part of the curriculum and other educational experience for all students." In Spring 2010, the Subcommittee drafted language to define what we mean by sustainability literacy and sustainability courses:

Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their needs. This must be achieved in a manner that is ecologically sound, socially just, and economically viable. To achieve sustainability literacy a student should:

- Know about the interconnections and interdependency of ecological, social, and economic systems. They should demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities and cultures at local, regional, national, and global levels.
- Be engaged in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environment
- Be prepared to use the above knowledge and skills to apply knowledge in the service of society in solving climate and environmental issues and to incorporate these principles in their professional and civic life

A "sustainability" course is one that:

- Educates students about the interconnections and interdependency of ecological, social, and economic system and develops an understanding of how the health of these systems determines the sustainability of natural and human communities and cultures at local, regional, national, and global levels
- Engages participants in inquiry and systems thinking and empowers students to apply knowledge in the service of society in solving climate and environmental issues and to incorporate these principles in their professional and civic

**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 :**

Review of courses and course descriptions within the online course catalog that meet our definition of sustainability content.

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

Yes

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

<http://sustainability.duke.edu/academics/courses/index.html>

# Sustainability-Focused Courses

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :**

188

### **The total number of courses offered :**

14537

### **Number of years covered by the data :**

Three

### **A list of sustainability-focused courses offered :**

---

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

<http://sustainability.duke.edu/academics/courses/index.html>

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

---

# Sustainability-Related Courses

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :

92

## The total number of courses offered :

14537

## Number of years covered by the data :

Three

## A list of sustainability-related courses offered :

---

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

<http://sustainability.duke.edu/academics/courses/index.html>

## A copy of the sustainability course inventory :

---

# Sustainability Courses by Department

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

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

---

### Submission Note:

To be consistent within the Education and Research section Duke counted Trinity Departments, Interdisciplinary Institutes & Centers and Schools in the total list of departments.

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

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

23

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

40

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

African and African American Studies

Art, Art History, and Visual Studies

Asian & Middle Eastern Studies

Biology

Chemistry

Cultural Anthropology

Economics

English

Evolutionary Anthropology

History

Philosophy

Political Science

Psychology

Sociology

Women's Studies

Divinity School

Fuqua School of Business

School of Law  
School of Medicine  
Nicholas School of the Environment  
School of Nursing  
Pratt School of Engineering  
Sanford School of Public Policy

**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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

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

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

---

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

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

1275

## Total number of graduates :

4502

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

Nicholas School of the Environment (

<http://www.nicholas.duke.edu/about/mission-statement>

)

- AB in Environmental Sciences and Policy
- BS in Environmental Sciences
- AB in Earth and Ocean Sciences
- BS in Earth and Ocean Sciences
- Minor in Environmental Science and Policy
- Minor in Earth and Ocean Sciences
- Certificate in Energy and Environment
- Certificate in Marine Science and Conservation Leadership
- MEM Degree Program
- MF Degree Program
- PhD (Earth and Ocean Sciences, Environmental Sciences and Policy, Marine Sciences and Conservation)

Civil and Environmental Engineering (

<http://www.cee.duke.edu/undergraduate-studies>

- )
- B.S.E. in Civil and Environmental Engineering
  - M.ENG. in Environmental Engineering
  - PhD (Hydrology and Fluid Dynamics, Environmental Process Engineering)

Fuqua School of Business

- MBA
- PhD

Sanford School of Public Policy

- BA in Public Policy Studies
- Master of International Development Policy
- Master of Public Policy
- PhD

**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 :**

[Duke sustainable degrees smr 2009 to sprg 2010\\_1.xlsx](#)

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

Examples –

Bachelor of Arts in Environmental Sciences and Policy - The A.B. degree is designed for students interested in the interdisciplinary study of environmental issues. The major permits students to combine studies in natural sciences and engineering with courses in social sciences and humanities to develop particular focus areas or themes relevant to students' individual interests.

Solving the world's environmental problems requires an understanding not only of ecological systems but also of the cultural, social, economic, and political forces that act on those systems. The A. B. degree in Environmental Sciences and Policy provides students with this background.

Students who receive the A.B. degree in Environmental Sciences and Policy are well positioned for careers where the ability to think across traditional boundaries is valued. Possible careers include:

- \* Environmental advising on Capitol Hill or in other local, state or federal government agencies
- \* Environmental consulting
- \* Research assistant
- \* K-12 teaching
- \* Environmental writing or publishing
- \* Curriculum development
- \* Education at museums or other outreach settings
- \* Majors may also choose to enter a professional graduate program in law, business, public health, or public policy, in which their

undergraduate major will provide the basis for specialization.

The A.B. degree stresses a firm foundation in basic natural and social sciences. The central core course, ENVIRON 101, relies on case studies to demonstrate the inherent interdisciplinary nature of environmental problems. Other requirements include a course in probability and statistics, a course in environmental policy, and an independent study, field experience or internship. The remaining required courses in the upper-level curriculum are selected in consultation with the student's advisor to address a specific theme, area of interest or career objective. At least two courses must be selected from each of the approved lists in natural sciences/engineering and social sciences/humanities.

Fuqua School of Business – excerpt from website - GLOBAL COMMITMENT - To remain true to our mission and produce global leaders of consequence, we are rethinking traditional geographic and intellectual boundaries. The world we now live in is multi-centric, globally interdependent, and dynamic. In order to play our part in addressing tomorrow's business challenges, we are becoming the world's first legitimately global business school, based in the economic and cultural hubs of world regions. These cities are in the countries that write their region's rules and set its cultural tone:

- Dubai, United Arab Emirates
- London, United Kingdom
- New Delhi, India
- Shanghai/Kunshan, China
- St. Petersburg, Russia

This global expansion is supported by the interdisciplinary culture and resources of Duke University. Connecting Disciplines – exploring how health, the environment, law and public policy are colliding with business.

Sanford School of Public Policy – excerpt from School goals/learning outcomes-- As a liberal arts major, public policy studies teaches students to read critically, think analytically, and write concisely. Through rigorous coursework in multiple fields, including economics, statistics, political science, history and ethics; through electives in substantive areas; and through a policy oriented internship, PPS students learn how knowledge gained through research can be used to address domestic and international problems.

Mission Statement: A major in public policy studies aims to teach students how to make a difference in the complex policy issues of today. The curriculum provides students skills in political and economic analysis, knowledge about how to lead people and organizations, and a strong ethical foundation for decision-making.

The broad intellectual goals of any major should relate in some way to the goals of a liberal arts education. The Report on Yale College Education (April 2003), produced by a committee chaired by Richard Brodhead, listed the skills a liberal arts education should deepen. The public policy major at Duke encourages students to work toward the goals outlined in visions of a liberal arts education, which are also reflected in the Philosophy of Trinity College.

The goals of the major in public policy studies are both pedagogical and policy specific. First, we aim to create a learning environment in which students 1) draw on skills from multiple disciplines, 2) learn to write concisely and clearly, and 3) consider the ethical implications of their actions.

Second, the topics explored in the major should lead students 1) to think in terms of global problems and international relations, 2) to analyze the policies surrounding new advances in science (i.e., genomics) and technology (i.e., intellectual property and the Internet), and 3) to engage in solving important social problems.

In 1971, with the help of Professor Joel Fleishman, Sanford launched Duke's public policy program in order to educate a new kind of pragmatic, ethical leader prepared to contribute in any work sector. An equally important goal was to make it possible for scholars and policymakers to interact with, and learn from, each other.

Nearly 40 years later, our public policy program continues to grow in remarkable ways. This maturation led to Sanford becoming Duke's tenth School in 2009. The change is attracting creative scholars to our faculty, which has grown by 50 percent in the last four years.

These scholars deepen our capacity to teach core analytical skills. They also expand our depth of expertise in environmental and energy policy, global governance and development policy, communications policy, child policy, social policy, and global health and population. Our leadership program, our visiting journalists program and numerous active research centers in areas such as philanthropy and civil society are bringing in fresh, outside perspectives. Students are benefiting from increased research opportunities and financial aid, and closer mentoring.

# Undergraduate Program in Sustainability

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

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

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

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

---

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

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

Yes

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

Environmental Sciences and Policy

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

<http://www.nicholas.duke.edu/programs/undergrad/bachelor-of-arts-in-environmental-sciences-and-policy>

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

Environmental Sciences

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

<http://www.nicholas.duke.edu/programs/undergrad/bachelor-of-science-in-environmental-sciences>

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

Civil and Environmental Engineering

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

<http://www.cee.duke.edu/undergraduate-studies/degrees-certificates>

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

Program II (in the past, students interested in environmental sustainability have used the Program II track to mix their environmental studies with a focus on business, social studies, the arts or another science) -<http://trinity.duke.edu/program-ii/about>

# Graduate Program in Sustainability

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

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

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

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

---

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

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

Yes

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

Master of Environmental Management

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

<http://www.nicholas.duke.edu/programs/professional/mem>

**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) :**

---

# Sustainability Immersive Experience

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :

Duke offers students two sustainability-focused immersive experiences: program sites focused on sustainability through DukeEngage, and environmentally related study abroad programs.

The DukeEngage program, launched in 2007, provides funding for Duke undergraduates who wish to pursue an immersive (minimum of eight weeks) service experience by meeting a community need locally, domestically or internationally. The program has benefited from the additional support of a growing number of generous and devoted alumni and friends. Since the program began, more than 1000 Duke students have participated. DukeEngage supported students participating in the 2010 "Managing Environmental Organizations" program in Portland, Oregon, making it the first DukeEngage program that systematically fosters a holistic marriage of service to the environment with a personal commitment to voluntary simplicity and sustainable living. Students assessed their carbon footprints through a personal carbon calculator, which tracked participants' behavior and monitor electricity usage, modes of transportation, and dietary decisions. The Portland program educated students on ways to reduce their carbon footprint through the use of public transportation, maintaining a vegetarian, locally focused, organic diet, as well as additional environmentally focused lifestyle choices. The group also participated in environmental projects in Portland on the weekends to collectively offset carbon that is not eliminated through behavioral changes, including beach cleanups, community gardens, and tree planting. Several new program sites with thematic areas in environmental advocacy and sustainability will be offered in summer 2011, including Bayou Grace, Louisiana; Beaufort, NC; Argentina; Ecuador; and India.

Duke's Study Abroad Office has approved environmentally related programs hosted by the School for International Training (

<http://www.sit.edu/studyabroad/>

) and the School for Field Studies (

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

). There are a myriad of SIT programs in 17 different countries focused on sustainability issues in which Duke students can choose to participate as well as numerous SFS programs spanning a range of environmental topics. With approval, students can also take advantage of environmentally-focused programs offered through the ECOSA Institute (

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

) and Living Routes (

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

).

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

<http://dukeengage.duke.edu/about-dukeengage/dukeengage-green/the-portland-program>

# Sustainability Literacy Assessment

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :**

---

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

---

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

---

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

---

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

---

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

---

# Incentives for Developing Sustainability Courses

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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) :

Duke's Leadership for Sustainability and Curriculum faculty development workshop began in 2010 and offered 9 Duke faculty an intensive two days of presentations, exercises, discussions, planning and reflection on new teaching methods, interdisciplinary connections, opportunities for students' civic engagement, and their own roles as campus leaders. Another Sustainability and Curriculum Workshop will be held in May 2011 to further develop a Learning Community for Sustainability at Duke, providing \$500 stipends and support from the Center for Instructional Technology for roughly 10 faculty participants to collaborate on developing and revising courses to include concepts of sustainability.

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

In 2011, faculty participants in Duke's Sustainability and Curriculum workshop will receive a stipend of \$500 and support from the Center for Instructional Technology.

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

<http://sites.duke.edu/trillium/>

# 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

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 research is the systematic investigation of social, environmental, and economic solutions towards a more sustainable world. Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs.

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

Yes

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

Duke does not currently track research related to sustainability themes. The University is exploring ways to identify research as it is developed as sustainability related or focused but for the current inventory another method had to be utilized.

The Office of Research Support utilized the Sponsored Projects Systems Database to search by key word for sustainability related research.

Keywords in the title field:

- climat\*
- sustainabl\*
- conservation
- energy
- water
- environment\*
- ecosystem
- renewable
- fisheries
- habitat
- carbon dioxide
- CO2
- methane
- greenhouse
- waste
- transportation
- fuel

\* = wild card, for forms of words

Keywords in the body-text search:

- climat\*
- sustainabl\*
- conservation
- environment\*
- ecosystem
- renewable
- fisheries
- habitat
- methane
- greenhouse

**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://sustainability.duke.edu/academics/research/index.html>

# Faculty Engaged in Sustainability Research

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

### Submission Note:

The School of Medicine, School of Nursing, and Duke University Medical Center are excluded from this credit.

We estimate the total number of faculty doing research by taking the 874 tenure track faculty at the university excluding the divisions listed above and estimate that about half of the non-tenure track faculty do research (149) to get a total of 1023.

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

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

155

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

1023

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

John Albertson, Pratt School of Engineering  
Richard Anderson, Nicholas School of the Environment  
Marcia Angle, Nicholas School of the Environment  
Roni Avissar, Pratt School of Engineering  
Paul Baker, Nicholas School of the Environment  
Richard Barber, Nicholas School of the Environment  
Xavier Basurto, Nicholas School of the Environment  
Lori Bennear, Nicholas School of the Environment  
Emily Bernhardt, Biology  
John Blackburn, Economics  
Fred Boadu, Pratt School of Engineering  
Celia Bonaventura, Nicholas School of the Environment

Joseph Bonaventura, Nicholas School of the Environment  
Jean-Yves Bottero, Pratt School of Engineering  
Alan Boudreau, Nicholas School of the Environment  
Nora Bynum, Nicholas School of the Environment  
Lisa Campell, Nicholas School of the Environment  
Jens Carlsson, Nicholas School of the Environment  
Nicolas Cassar, Nicholas School of the Environment  
William Chameides, Nicholas School of the Environment  
Norman Christensen, Nicholas School of the Environment  
Charlotte Clark, Nicholas School of the Environment  
James Clark, Biology  
Merlise Clyde, Department of Statistical Science  
Robert Conrad, Sanford School of Public Policy  
Bruce Corliss, Nicholas School of the Environment  
Larry Crowder, Nicholas School of the Environment  
Caterina De Lucia, Nicholas School of the Environment  
Marc Deshusses, Pratt School of Engineering  
Richard Di Giulio, Pratt School of Engineering  
Humberto Diaz, Pratt School of Engineering  
Kathleen Donohue, Biology  
Carla Ellis, Computer Science  
David Erickson, Nicholas School of the Environment  
Lee Ferguson, Pratt School of Engineering  
Richard Forward, Nicholas School of the Environment  
Jonathon Freedman, Nicholas School of the Environment  
Deborah Gallagher, Nicholas School of the Environment  
Alan Gelfand, Department of Statistical Science  
Pamela George, Nicholas School of the Environment  
Claudia Gunsch, Pratt School of Engineering  
Peter Haff, Pratt School of Engineering  
Patrick Halpin, Nicholas School of the Environment  
James Hamilton, Sanford School of Public Policy  
Gary Hartshorn, Nicholas School of the Environment  
Robert Healy, Nicholas School of the Environment  
James Hench, Nicholas School of the Environment  
Duncan Heron, Nicholas School of the Environment  
David Hinton, Nicholas School of the Environment  
Heileen Hsu-Kim, Pratt School of Engineering, Civil and Environmental Engineering  
Dana Hunt, Nicholas School of the Environment  
David Hyrenbach, Nicholas School of the Environment  
Gary Isaksen, Nicholas School of the Environment  
Robert Jackson, Nicholas School of the Environment  
Marc Jeuland, Sanford School of Public Policy  
Sonke Johnsen, Biology  
Timothy Johnson, Nicholas School of the Environment  
Zackary Johnson, Nicholas School of the Environment  
Prasad Kasibhatla, Nicholas School of the Environment  
Gabriel Katul, Nicholas School of the Environment

Richard Kay, Biology  
Andrei Khlystov, Pratt School of Engineering  
William Kirby-Smith, Nicholas School of the Environment  
Emily Klein, Nicholas School of the Environment  
Josiah Knight, Pratt School of Engineering  
Kenneth Knoerr, Nicholas School of the Environment  
Katia Koelle, Biology  
Randall Kramer, Nicholas School of the Environment  
Mukesh Kumar, Nicholas School of the Environment  
Richard Kwok, Nicholas School of the Environment  
Benjamin Lee, Pratt School of Engineering  
Wenhong Li, Nicholas School of the Environment  
Elwood Linney, Nicholas School of the Environment  
Ralph Litzinger, Cultural Anthropology  
Daniel Livingstone, Nicholas School of the Environment  
Elizabeth Losos, Nicholas School of the Environment  
Susan Lozier, Nicholas School of the Environment  
Lynn Maguire, Nicholas School of the Environment  
Peter Malin, Nicholas School of the Environment  
David McClay, Biology  
Margaret McKean, Political Science  
Ross McKinney, Pratt School of Engineering  
Miguel Medina, Pratt School of Engineering  
Joel Meyer, Nicholas School of the Environment  
Ellen Mihaich, Nicholas School of the Environment  
Marie Miranda, Nicholas School of the Environment  
Bruce Molnia, Nicholas School of the Environment  
Jeffrey Moore, Nicholas School of the Environment  
William Morris, Biology  
Alexander Motten, Biology  
Brad Murray, Nicholas School of the Environment  
Brian Murray, Nicholas School of the Environment  
Norman Myers, Nicholas School of the Environment  
Richard Newell, Nicholas School of the Environment  
Loren Nolte, Pratt School of Engineering  
Douglas Nowacek, Nicholas School of the Environment  
Michael Orbach, Nicholas School of the Environment  
Ram Oren, Nicholas School of the Environment  
Eric Palkovacs, Nicholas School of the Environment  
Sari Palmroth, Nicholas School of the Environment  
Dalia Palatino Echeverri, Nicholas School of the Environment  
Subhrendu Pattanayak, Sanford School of Public Policy  
Gunther Peck, Sanford School of Public Policy  
Jeffrey Peirce, Pratt School of Engineering  
Pietro Peretto, Economics  
Ronald Perkins, Nicholas School of the Environment  
Alexander Pfaff, Sanford School of Public Policy  
Orrin Pilkey, Nicholas School of the Environment

Stuart Pimm, Nicholas School of the Environment  
Amilcare Porporato, Pratt School of Engineering  
Lincoln Pratson, Nicholas School of the Environment  
Jedediah Purdy, Duke Law School  
Song Qian, Nicholas School of the Environment  
Joseph Ramus, Nicholas School of the Environment  
Andrew Read, Nicholas School of the Environment  
Chantal Reid, Nicholas School of the Environment  
James Reynolds, Nicholas School of the Environment  
Curtis Richardson, Nicholas School of the Environment  
Daniel Richter, Nicholas School of the Environment  
Dan Rittschof, Nicholas School of the Environment  
Stephen Roady, Nicholas School of the Environment  
Bill Ross, Nicholas School of the Environment  
Kathy Rudy, Women's Studies  
James Salzman, Duke Law School  
Erika Sasser, Nicholas School of the Environment  
Kathryn Saterson, Nicholas School of the Environment  
David Schaad, Pratt School of Engineering  
Sally Schauman, Nicholas School of the Environment  
William Schlesinger, Nicholas School of the Environment  
Amy Schreier, Evolutionary Anthropology  
Christopher Schroeder, Duke Law School  
Thomas Schultz, Nicholas School of the Environment  
Jeffrey Scruggs, Pratt School of Engineering  
Elizabeth Shapiro, Nicholas School of the Environment  
Martin Smith, Nicholas School of the Environment  
Heather Stapleton, Nicholas School of the Environment  
Jennifer Swenson, Nicholas School of the Environment  
John Terbogh, Nicholas School of the Environment  
Christopher Timmins, Economics  
Dean Urban, Nicholas School of the Environment  
Cindy Van Dover, Nicholas School of the Environment  
John Vandenberg, Nicholas School of the Environment  
Avner Vengosh, Nicholas School of the Environment  
Dan Vermeer, Fuqua School of Business  
Jeffrey Vincent, Nicholas School of the Environment  
Tuan Vo-Dinh, Pratt School of Engineering  
Jeffrey Warren, Nicholas School of the Environment  
Erika Weinthal, Nicholas School of the Environment  
Jennifer Wernegreen, Nicholas School of the Environment  
Jonathan Weiner, Duke Law School  
Mark Wiesner, Pratt School of Engineering  
Norman Wirzba, Duke Divinity School  
Robert Wolpert, Department of Statistical Science  
Justin Wright, Nicholas School of the Environment  
Anne Yoder, Biology

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

<http://sustainability.duke.edu/academics/research/index.html>

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

[ER Credit 16 Inventory.xlsx](#)

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

- The Duke Center on Global Change and the National Science Foundation - Coupling Human and Natural Influences on Coastline Evolution as Climate Changes
- The Nicholas School of the Environment and the Environmental Protection Agency - Southern Center on Environmentally-Driven Disparities in Birth Outcomes
- The Duke Marine Lab and the Marine Corps Air Station Cherry Point, NC - Real-Time Acoustic Monitoring of Bottlenose Dolphins in and around the Brant Island Shoal Bombing Target (BT-9) and the Piney Island Bombing Range (BT-11)
- Pratt School of Engineering and National Aeronautics and Space Administration - Characterization of Aerosol-Cloud Rainfall Interactions and Water Cycle Impacts in the Himalayas
- Department of Chemistry and UNC-Chapel Hill - Solar Fuels and Next Generation Photovoltaics
- The Duke Global Health Institute and Ronald McDonald Children Charities - Rainwater Harvesting in Kashongi, Uganda

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

<http://sustainability.duke.edu/academics/research/index.html>

# Departments Engaged in Sustainability Research

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

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

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

---

## Submission Note:

The School of Medicine, School of Nursing, and Duke University Medical Center are excluded from this credit. The Health, Wellness and Physical Education department is excluded because it does not carry out research. A department listed on the Trinity College website (Public Policy Studies) is also excluded from the total number of departments because it is encompassed in the Sanford School of Public Policy.

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

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

45

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

14

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

Biology  
Computer Science  
Cultural Anthropology  
Department of Statistical Science  
Duke Divinity School  
Duke Law School  
Economics  
Evolutionary Anthropology  
Fuqua School of Business  
Nicholas School of the Environment  
Political Science  
Pratt School of Engineering

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

---

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

[ER Credit 17 Inventory.xlsx](#)

# Sustainability Research Incentives

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 Sustainable Energy Fellowship (SEF) is a collaboration between researchers from Arizona State University, Cornell University, Duke University, the University of Michigan and MIT, who have come together to develop a unique educational and research experience for students to address the global need for the use of energy reduction designs supplemented by renewable energy technologies. Dr. Lincoln Pratson, Faculty Director of the Energy and Environment Program at Duke's Nicholas School of the Environment is an SEF faculty member. Participants are exposed to research and education in energy production, conversion, storage and sources that are environmentally friendly and renewable such as wind, solar, biomass and geothermal. The SEF program is open to undergraduates in their junior or senior year or first year masters students.

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

<http://www.teachenergy.org/about>

## 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 :**

Based on the highly-successful AASHE (Association for the Advancement of Sustainability in Higher Education) “Sustainability and Curriculum” workshops, Duke’s Leadership for Sustainability and Curriculum faculty development workshop began in 2010 and offered 9 Duke faculty an intensive two days of presentations, exercises, discussions, planning and reflection on new teaching methods, interdisciplinary connections, opportunities for students’ civic engagement, and their own roles as campus leaders. Another faculty workshop will be held in May 2011 to further develop a learning community of faculty for sustainability at Duke, providing stipends for roughly 15 participants to collaborate on developing and revising courses to include concepts of sustainability.

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

<http://sustainability.duke.edu/academics/facworkshop.html>

# Interdisciplinary Research in Tenure and Promotion

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :

Duke emphasizes the importance of interdisciplinary research in the 2006 Strategic Plan (

<http://stratplan.duke.edu/pdf/plan.pdf>

), which identifies interdisciplinarity as an enduring theme for the University. A fundamental planning mandate of the plan is to “further develop our capacity to support creative, entrepreneurial, interdisciplinary teaching and research among our faculty and students,” which fed into the development of 2 strategic goals focused on interdisciplinarity. The first goal seeks to increase the capacity of Duke’s faculty to develop and communicate disciplinary and interdisciplinary knowledge, which calls for the creation of a Faculty Enhancement Initiative that “foster[s] shared searches between schools and institutes and centers” and “enable[s] accelerated and cluster hiring for school and university strategic priorities.” A second goal is to strengthen the engagement of the University in real world issues by recommitting to flagship interdisciplinary programs. This high-level emphasis on interdisciplinary research is also present in the tenure and promotion process; internal and external candidates are required to submit “synops[es] of...intellectual interests, especially concerning interdisciplinary research” (located at the URL below under “Solicitation of Dossier Items from Candidate”).

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

<http://www.facultyaffairs.provost.duke.edu/templates.html>

# 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

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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" :**

13900307 *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 :**

13900307 *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://sustainability.duke.edu/campus\\_initiatives/index.html](http://sustainability.duke.edu/campus_initiatives/index.html)

**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 :**

While Duke does not certify buildings under LEED for Existing Buildings: O&M, several institutional policies and practices address these issues to maintain all buildings in accordance with sustainable building operational principles. These include –

- Duke Temperature and Scheduling policy -

[http://sustainability.duke.edu/news\\_events/items/2009\\_11\\_23BldgTemp.html](http://sustainability.duke.edu/news_events/items/2009_11_23BldgTemp.html)

- Sustainable Grounds Management -

[http://sustainability.duke.edu/campus\\_initiatives/land/index.html](http://sustainability.duke.edu/campus_initiatives/land/index.html)

- Environmentally Preferable Purchasing Policy -

[http://sustainability.duke.edu/campus\\_initiatives/purchasing/index.html](http://sustainability.duke.edu/campus_initiatives/purchasing/index.html)

- Indoor Air Quality Guidelines -

<http://www.safety.duke.edu/OHS/IAQ.htm>

- Sustainable Water Management -

[http://sustainability.duke.edu/campus\\_initiatives/water/index.html](http://sustainability.duke.edu/campus_initiatives/water/index.html)

**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

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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
- 

## Submission Note:

Duke has almost 5M GSF of LEED buildings on campus  
- 22 certified LEED buildings, 2.7M GSF (16% of total campus GSF)  
- 12 registered for LEED, 2.2M GSF

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

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

1111473 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 :

805000 Square Feet

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

293404 *Square Feet*

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

7000 *Square Feet*

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

6069 *Square Feet*

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

[http://sustainability.duke.edu/campus\\_initiatives/buildings/index.html](http://sustainability.duke.edu/campus_initiatives/buildings/index.html)

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

---

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

2003

**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 :**

Buildings - (2007-2009)

- Law School Commons = 115,000 GSF
- Smart Home = 6,069 GSF
- East Campus Art Museum = 62,045 GSF
- Sands Parking Garage = 690,000 GSF
- Fuqua 2E = 91,359 GSF
- Smith Warehouse Renovation = 140,000 GSF
- East Campus Steam Plant = 7,000 GSF

As of fall 2010, Duke has 11 additional buildings that are registered for LEED and are going through the certification process.

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

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :

13900307 Square Feet

## Total occupied building space :

13900307 Square Feet

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

Duke's Occupation & Environmental Safety Office, Division of Occupational Hygiene and Safety is responsible for monitoring and responding to indoor air quality concerns across campus and the health system. This office coordinates the programs for evaluating, controlling, or eliminating both health and safety hazards in the workplace. They respond to IAQ concerns and mobilize to address emergent events that may result in a decrement in air quality such as building flooding, construction activities, etc.

Excerpt from OESO Standard Operating Procedures -

Phase 1 investigations are the initial step in evaluating whether a reported IAQ concern is significantly affecting the health of the occupants in the area. In the majority of cases, IAQ evaluations will be resolved in this phase.

Process

Step 1 – Initiation: When contacted about an IAQ problem, the complainant is referred to

<http://www.safety.duke.edu/OHS/IAQ.htm>

for self help. This page links the complainant to information and other resources, including the appropriate maintenance dept. In the case that self-help does not work or is not considered suitable, the complainant may choose to request an investigation through the link to TMS.

Step 2 – Scheduling of investigation. Upon receipt of the TMS work request, OESO will assign staff (and copy the appropriate territory person) to conduct the initial investigation. The assigned staff member will schedule the investigation directly with the area supervisor.

Step 3 – Investigation – the surveyor will visit the area, conduct an initial investigation consisting of basic measurements and observations to ascertain the cause of concern. OESO's investigation procedure provides guidance on what to look for and also serves as documentation of the visit.

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

<http://www.safety.duke.edu/OHS/IAQ.htm>

# 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

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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://sustainability.duke.edu/climate\\_action/index.php](http://sustainability.duke.edu/climate_action/index.php)

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

Yes

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

Yes

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

Yes

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

No

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

No

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

Yes

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

No

**If yes, please specify :**

---

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

No

**If yes, please specify :**

---

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

No

**If yes, please specify :**

---

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

No

**If yes, please specify :**

---

# Greenhouse Gas Emissions Reduction

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

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

299684 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 :

5248

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

36614

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

422

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

304077 *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 2009 - June 2010

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

5136

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

36818

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

379

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

2010

# Air Travel Emissions

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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? :**

---

**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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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? :**

Yes

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

Duke University established the Duke Carbon Offsets Initiative in 2009 to develop the University's strategy for meeting its offset goals in a way that provides significant local environmental, economic, and societal co-benefits beyond the benefits of greenhouse gas emission reductions. These goals include generating approximately 180,000 tons CO<sub>2</sub>e in emission reductions (approximately 55% of the University's emissions baseline) by the 2024 and annually thereafter to meet the University's climate neutrality commitment, to supply the internal University community with offsets in the near term, and to serve as a resource for other universities, particularly those in the Southeast, that are interested in generating or purchasing offsets. The Initiative works both within Duke University and outside the University with other institutions and partners to build meaningful offset projects and to facilitate and catalyze the development of other offset projects and offset market transactions.

The Offsets Initiative has prioritized swine-based agricultural methane projects as its first major project type, with forestry and energy efficiency following close behind. The University has focused on swine first because of the high number of swine farms in the state and opportunity they present to eliminate a significant amount of greenhouse gas emissions in ways that will generate renewable energy and solve other major pollution problems. Currently, the Initiative is partnering with Duke Energy and a North Carolina farm to pilot the first anaerobic-digester based innovative swine waste management system. The system will control greenhouse gas emissions from a working farm by capturing methane from the animal waste and generating renewable energy by combusting the methane in a microturbine. Use of an innovative system means that in addition to the GHG reductions and renewable energy production, the farm must meet stringent environmental performance standards that require substantial reductions in farm ammonia emissions, pathogens, nutrients, odors and metals and eliminates discharge of waste into surface and groundwater.

With respect to forestry-based offset projects, the University is evaluating opportunities to develop projects involving afforestation, avoided conversion and improved forest management. Energy efficiency projects are expected to involve support and development of community-service and small-business oriented energy efficiency projects. In addition to forestry and energy efficiency, the Offsets Initiative is evaluating the efficacy of pursuing offsets in organic waste digestion and composting.

In addition to these specific projects, the Offsets Initiative has been working with a small group of colleges and universities who receive support from The Duke Endowment foundation to assist them in evaluating offset projects and strategies.

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

[http://sustainability.duke.edu/carbon\\_offsets/index.php](http://sustainability.duke.edu/carbon_offsets/index.php)

# 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

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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) :

25

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

Duke has a strong reputation for high quality dining services, which includes a commitment to sustainability. Many campus eateries strive to incorporate local and organic ingredients and all campus eateries offer vegetarian options. The Performance Assessment for Culinary Excellence (PACE) rating system developed by Duke Dining Services rewards eateries for environmentally-preferable characteristics.

Duke's main food provider, Bon Appetit, is a leader in sustainability and currently purchases 25 percent local and organic food at Duke. Their "Circle of Responsibility" program provides educational signage for consumers in the eateries on campus about the environmental, community and health impacts of different food choices. An estimated 90 percent of pre-consumer and post-consumer waste is composted in Bon Appetit facilities at Duke.

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

<http://www.cafebonappetit.com/duke/wellbeing/circleofresponsibility/>



**Responsible Party**

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Trays were removed from Duke University residential dining facilities in 2008.

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

Aug. 1, 2008

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

---

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

---

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

---

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

---

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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Duke University's two main dining locations, the Great Hall and Marketplace, each have specific stations designated for vegan/vegetarian entrees and sides. For example, the soup selections will always include a minimum of one vegetarian and/or vegan option.

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

<http://dining.duke.edu/alternatives/vegetarian.php>

# Trans-Fats

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Trans-fats are never used in any of the Bon Appétit kitchens at Duke University.

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

<http://www.cafebonappetit.com/duke/wellbeing/circleofresponsibility/#kitchenprinciples>

## Guidelines for Franchisees

---

### Responsible Party

#### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

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

Bon Appétit at Duke University satisfies this credit with franchisees Subway and Chick-fil-A. Both locations have fallen under Bon Appétit's guidelines by eliminating trans-fats, and have removed trays to reduce water usage in the dish room. These establishments offer clearly labeled vegetarian options at each meal.

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

---

# Pre-Consumer Food Waste Composting

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

"---" 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 :**

Bon Appétit composts pre-consumer waste in all of the facilities on Duke University's campus. Compost bins are made readily available throughout locations for pre-consumer waste. An accurate estimate is that roughly 90% of pre-consumer food waste is composted.

### **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 :**

[http://www.cafebonappetit.com/duke/env/waste/waste\\_commit.html](http://www.cafebonappetit.com/duke/env/waste/waste_commit.html)

# PostConsumer Food Waste Composting

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

"---" 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 :

Bon Appétit meets the criteria for this credit at all Duke University locations. Dynamic signage from the “Taste Don’t Waste” initiative instructs customers to leave all food waste and napkins on their plates when sending them to the dish room. Once in the dish room, all post-consumer food waste is composted. An estimate of about 90% of all post-consumer food waste gets composted. In addition, all garbage cans have been removed from the "All you Care to Eat" facility during these meal periods to deter customers from using them for compostable items.

## 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 :

[http://www.cafebonappetit.com/duke/env/waste/waste\\_commit.html](http://www.cafebonappetit.com/duke/env/waste/waste_commit.html)

## Food Donation

---

### Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"--- " 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 :

During shutdown periods, perishable items are donated to a local food bank. The groups that receive donations include Soup Kitchen, Caring House, Durham Rescue Mission, and Urban Ministries.

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

---

## Recycled Content Napkins

---

### Responsible Party

#### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :

All napkins purchased on campus are made from recyclable materials and are composted through Brooks composting.

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

---

# Reusable Container Discounts

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

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

Reusable mugs are sold in all retail locations with coffee drinks on Duke University campus. Discounts from \$0.20 to \$0.35 are offered for using these mugs, depending on size.

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

0.35

**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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

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

Eco-clam shell containers made of environmentally-friendly polypropylene are sold for \$5 and used in the largest retail location on Duke University campus, the Great Hall. When an owner drops off the to-go container to be cleaned and sanitized, he or she receives a keychain token that can be turned in for a replacement clamshell. In January 2010, the first 200 containers were given away as an incentive to join the program.

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

[http://dining.duke.edu/news/News/2010\\_01\\_11togocontainer.php](http://dining.duke.edu/news/News/2010_01_11togocontainer.php)

# 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

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :

2890373 MMBtu

## Building space, 2005 :

13307995 Gross Square Feet

## Total building energy consumption, performance year :

2209157 MMBtu

## Building space, performance year :

13296439 Gross Square Feet

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

July 2009 - June 2010

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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

---

"---" 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 :**

0 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 :**

2209157 MMBtu

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

There are two on-campus locations with demonstration-scale renewable electricity generating devices. The Marguerite Kent Repass Ocean Conservation Center at the Duke University Marine Lab uses geothermal pumps for heating and cooling, solar panels for hot water, and photovoltaic rooftop panels to convert sunlight into electricity. The Home Depot SMART House uses solar panels for hot water and photovoltaic as well.

**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

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Building control systems are used to regulate temperatures based on occupancy hours are used in 50% of buildings on campus. Where possible, temperatures in university buildings that are on the central control system will be set at approximately 68 degrees in the winter and 76 degrees in the summer. Those temperatures will be used during regular business hours of 7 a.m. to 7 p.m. Monday to Friday. Off-hour temperatures are based on building occupancy typically of 7 p.m. to 7 a.m. and weekends will be set as low as 60 degrees and up to 80 degrees. Actual room temperatures can be within two degrees (plus or minus) of the new set points.

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

---

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

[http://sustainability.duke.edu/news\\_events/items/2009\\_11\\_23BldgTemp.html](http://sustainability.duke.edu/news_events/items/2009_11_23BldgTemp.html)

## Lighting Sensors

---

### Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Both occupancy and vacancy sensors are used on campus. Occupancy sensors sense motion in a space and automatically turn lights on and off while vacancy sensors require an occupant to turn lights on and auto turns lights off.

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

---

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

[http://www.sustainability.duke.edu/campus\\_initiatives/energy/management.html](http://www.sustainability.duke.edu/campus_initiatives/energy/management.html)

# LED Lighting

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 currently utilized in the 1,920 vehicle Sands Parking Garage and are being tested in other locations on campus.

**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 :**

<http://www.betalighting.com/us-en/LEDApplications/schools-universities/Duke-University.aspx>

# Vending Machine Sensors

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

### Submission Note:

• In 2002, Duke Vending worked with Justin Segall, Founder and Co President of the Duke University Greening Initiative to install and test Vending Misers from Bayview on vending machines that did not have the DukeCard:

[http://www.usatech.com/energy\\_management/energy\\_vm.php](http://www.usatech.com/energy_management/energy_vm.php)

• We were unable to install the Vending Misers on vending machines that had a DukeCard reader because in order to bring the vending machines back on line with the DukeCard system took approximately 1 minute and 20 seconds, and it gave the DukeCard office incorrect readings that indicated the vending machines were not working.

• We did install 10 Vending Misers on machines without DukeCard readers for approximately 6 months. Sales plummeted due to the fact that customers thought the machines were out-of-order because the lights in the machines were not lit. After the test, we returned all the Vending Misers to Bayview.

"---" 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

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

A Siemens Apogee System is used to control and monitor a majority of the buildings on campus. The system monitors the HVAC and other critical systems in a building and can be accessed anywhere around campus. Alarms are sent out to individuals to alert them of building issues.

A new utility management data base software is being installed to replace an existing spreadsheet solution which tracks utility use in all buildings on campus.

**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 :**

[http://www.fmd.duke.edu/energy/energy\\_management.php](http://www.fmd.duke.edu/energy/energy_management.php)

# Energy Metering

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

The majority of buildings on campus are metered individually for steam, chilled water, water, and electricity. Upgrades to the steam and water metering systems are currently underway. Chilled water metering is networked via the Siemens system and can be read and monitored constantly. Other systems are currently being read monthly.

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

---

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

<http://www.fmd.duke.edu/utilities/systems.php>

# 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

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :

7730 Acres

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

7710 Acres

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

Approximately 25% of the Duke University Grounds employees have their North Carolina Pest Management Association licenses, so the staff is dedicated to using the most sustainable practices. All of the grounds are monitored and tended to in a way to support the health of the plants. Planting techniques, compost, and native species are all used to deter pests. In general, the plants on campus have a high threshold for insects, and sprays are only used as a last resort in a highly targeted and controlled manner. The acreage that requires more rigorous pest management are the 20 acres of athletic fields.

The entire 55 acre Duke Gardens and horticultural facilities are managed with IPM strategies. The threshold for pest and disease is relatively high depending on the location in the garden and type of pest. The goal is to eventually manage the garden organically. The hybrid tea rose collection (which requires weekly spraying of fungicide) is being replaced with roses that require no spraying or other chemical treatment to keep them healthy, all the garden's green/woody waste will soon be composted and or mulched and reused in the garden, and the new 'Discovery Garden' (still in design phase) has been selected as one of the pilot projects for the Sustainable Sites Initiative.

The 7,025 acres of land in the Duke Forest is also managed with an IPM plan. Control measures are employed when they are judged to be economically and environmentally advisable. These methods include, but are not limited to: removal of mature timber, maintenance of adequate spacing, proper matching of species and sites, shortening the rotation for certain species on high hazard sites, use of genetically improved planting stock, and use of fungicides and insecticides if necessary. Because of the Forest's commitment to research, demonstration and study plots illustrating insect and disease problems may be created by allowing certain pest conditions to remain unchecked. The deliberate allowance of such conditions is to be closely monitored in order to ensure the prompt implementation of control measures if necessary.

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

<http://www.fmd.duke.edu/grounds/Sustainability.php>

### Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

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

A special emphasis is placed on the use of native plant species in landscaping at Duke University. New landscaping projects always involve the installation of native plants. Native plants and their associated ecosystems are featured in the 7 acre Blomquist Garden of Native Plants. Over 1,000 species of flora native to the southeastern US are on display and are conserved by two full-time gardeners. The Duke Gardens Facility is a member of the NC Native Plant Society and the staff frequently participates in plant rescue events across the state. Native plants are also frequently used in other sections of the gardens and receive strong emphasis in new garden projects. The Duke Forest hosts 900 species of plants and supports a wide cross-section of the woodlands found in the upper coastal plain and lower piedmont of the Southeast.

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

[http://sustainability.duke.edu/campus\\_initiatives/purchasing/Landscaping.html](http://sustainability.duke.edu/campus_initiatives/purchasing/Landscaping.html)

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Duke University has a number of current efforts regarding wildlife habitat preservation and conservation including wetland restoration and forest management. Duke University has made a significant investment in restoring wetlands in the Duke Forest. SWAMP is a 14-acre restored wetland-stream-lake ecosystem located along a stretch of Sandy Creek in Duke Forest, at the edge of Duke's campus. Prior to its restoration, the site was so heavily eroded and degraded by storm water runoff that it no longer functioned as a healthy wetland. By re-contouring and replanting the degraded Sandy Creek ecosystem and constructing a new earthen dam and a four-acre storm water reservoir below it, the project reduced nitrate levels flowing downstream into the drinking water supply by 64%, and phosphorus levels by 28%, at a cost of about \$2 million. In addition to its roles as a pollution buffer and wildlife habitat, the restored ecosystem serves as an outdoor classroom, training center and field laboratory.

Nearly the entire Duke Garden supports habitat for wildlife. The mature tree canopy, thick shrub understory, variety of fruiting trees and shrubs, and water features provide a rich diversity of habitat for birds and countless other wildlife. Bird watching tours are popular and designated bird watching structures are available in the Blomquist Garden.

When planning and implementing all Duke forest management activities, efforts are made to minimize negative impacts to areas with rare species, unique ecosystems and significant natural features. These significant natural areas are included in what Duke Forest considers to be High Conservation Value Forests (HCVF's) or Forests of Exceptional Conservation Value (FECV's). The Duke Forest Office maintains records on the location of these significant natural areas and, in some cases, detailed species lists for these sites. In 2004 twelve separate areas of the Duke Forest totaling 1,200 acres were included in the North Carolina Registry of Natural Heritage Areas. The registry agreement states that it is the intention of Duke University to maintain these properties for the perpetuation of natural processes, natural communities and rare species populations. Registration of these sites is consistent with the overall management goals of the Forest, which includes providing research and teaching areas where human disturbance is minimized. The Natural Heritage Program continues to inventory and survey for threatened and endangered plant and animal species within the Duke Forest. Presently there are no federally-listed endangered or threatened species inhabiting the Duke Forest.

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

<http://sustainability.duke.edu/academics/research/wetland.html>

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Duke University has been a Tree Campus USA for two years. In October 2009, 100 trees were replaced that were damaged during an ice storm in 2007. Recently, Willow Oak acorns were collected to be grown into seedlings in an effort to maintain the historic lineage of trees on Duke's campus.

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

<http://www.dukenews.duke.edu/2009/04/treecampus.html>

# Snow and Ice Removal

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

The Facilities Management Department prioritizes chemical-free snow and ice removal tactics. Salt diluted with sand is used as a last resort on walkways that are especially dangerous like stairs and near the hospital facility. All efforts need to be compatible with the surrounding landscape. Sweeper machines are used to remove ice.

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

---

# Landscape Waste Composting

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 of the landscaping waste from Duke University is composted or mulched. Leaves that cannot be mulch mowed in place are transported to compost piles. This material is reused on campus in pest control efforts and landscaping projects. Excess compost is made available to the public.

## 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 :

<http://www.fmd.duke.edu/grounds/Sustainability.php>

# 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

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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://finance.duke.edu/procurement/programs/computer/index.php>

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

Duke University and Health System have a standardized computer purchasing program. Of the computer models available for purchase through the Duke contract, 90% are EPEAT registered Gold, 7% are registered Silver and 3% are registered Bronze.

**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 :**

9228775 *US/Canadian \$*

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

521128 *US/Canadian \$*

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

10324055 *US/Canadian \$*

# Cleaning Products Purchasing

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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://finance.duke.edu/procurement/green/epp.php>

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

The Procurement Office encourages staff, students, and faculty to make wise purchasing decisions as it relates to toxic chemicals, including cleaning products. Procurement Services regularly reviews new janitorial products and supplies, and encourages the three major housekeeping departments to sample and modify their cleaning practices. This is not specific to EcoLogo or Green Seal products.

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

Yes

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

9198 US/Canadian \$

**Total expenditures on cleaning products :**

48344 *US/Canadian \$*

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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

### *Part 1*

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

### *Part 2*

Institution purchases recycled content office paper.

---

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

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

Yes

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

<http://finance.duke.edu/procurement/green/epp.php>

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

Duke University and Health System has a stated preference for recycled-content office paper, which can be found in the EPP Guidelines. This preference has also been communicated widely through the “Conserve Our Green” campaign which promotes the purchase of recycled-content products. Additionally, Duke University's major office supply vendor has modified online ordering systems so that the default item to purchase is recycled-content office paper.

**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 :**

831 US/Canadian \$

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

141548 *US/Canadian \$*

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

9198 *US/Canadian \$*

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

724 *US/Canadian \$*

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

12267 *US/Canadian \$*

**Total expenditures on office paper :**

1740070 *US/Canadian \$*

# Vendor Code of Conduct

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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? :**

Yes

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

<http://www.finance.duke.edu/procurement/vendors/po.php>

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

[Duke University Vendor Code of Conduct Excerpt.docx](#)

**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 :**

Duke University and Health System requires vendors to comply with Purchase Order Terms and Conditions, which are posted on our website and include basic, socially responsible terms. Additionally, the following verbiage is included, in some variety, in the RFP language (this is dependent on the commodity being procured):

### 5. Diversity and Environmental Programs

#### A. Supplier Diversity (Minority/Women Business Enterprise Program)

Duke University voluntarily maintains a Minority/Women Business Enterprise Program (MWBE) as part of its effort to increase participation of women and minority vendors. The goal is for a minimum of five percent (5%) of the university's purchases to come from MWBE firms. This is a goal, not a set-aside or quota. We seek to achieve this goal through primary and second-tier suppliers (suppliers who contract with larger supply companies doing business with Duke). All primary suppliers must submit a plan with their bid, indicating how they intend to use women and minority vendors as their second-tier suppliers. Each plan will be evaluated based on good faith efforts and will consider the following factors:

- o Availability of women/minority vendors who can supply the goods and services requested in the Request for Bid.

o Competitiveness of the prospective second-tier suppliers.

Where possible, vendors are encouraged to use second-tier suppliers in close proximity to Duke. The use of local minority and women-owned businesses strengthens our commitment to the local economy. In all cases, however, it is expected that the vendors meet the criteria of price, service and delivery. Supplier diversity will be one, but not the sole, consideration in all contract awards. Ultimately, it will be left to the discretion of the primary supplier as to which second-tier supplier it uses. All minority/women vendors must be certified by one of several agencies: municipal, state, federal, the National Minority Supplier Development Council or Duke. When a contract is awarded, the supplier is required to maintain its second-tier effort and submit monthly reports on its progress.

## B. Environmental Program

Duke University strives to become a leader in environmental stewardship. Toward this purpose, Duke has initiated an Environmentally Preferable Purchasing (EPP) program. Our goals are to minimize waste, reduce pollution, conserve natural resources, and model environmental protection practices within the Duke University and Duke Medicine. For details, see Duke's EPP Guidelines at

<http://www.finance.duke.edu/procurement/green/epp.php>

With respect to product packaging, Duke seeks suppliers offering:

- Packaging with post-consumer recycled content
- Packaging that is locally recyclable
- Minimized packaging
- Packaging reclamation and reuse programs

With respect to laboratory supplies, Duke seeks suppliers offering:

- Product reclamation and recycling programs
- Calibration services that will extend product life
- Reusable alternatives to commonly discarded products
- Alternatives to mercury and natural latex
- Personnel that will seek-out, identify and promote environmentally friendly products through their purchasing system, within the storerooms and throughout the labs
- The ability to provide quarterly spend reports with regards to green product purchases
- Active participation in Duke's EPP program, including dissemination of information and collection of recyclable and reusable lab materials upon delivery
- An in-house staff that follows the fundamental beliefs stated in Duke's Environmental Statement, which can be viewed at:

<http://www.duke.edu/sustainability/documents/Duke>

Env Policy statement.pdf

Duke gives preference to suppliers with a commitment to cost, quality, and environmental excellence. Bidders are encouraged to include concise information on reduced impact products and services. Include relevant certifications of materials sources and manufacturing processes.

# Historically Underutilized Businesses

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

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

Duke University and Health System maintains an award-winning supplier diversity program. Outlined below is the supplier development plan for Duke University and Health System:

#### MWBE Supplier Development Plan

#### Supplier Diversity Mission Statement

Duke partners with vendors and organizations who share our commitment to diversity. We strengthen our local community by promoting the development of woman-owned, minority and historically underutilized businesses.

#### Objective

Duke University and Duke Medicine are making a substantial effort to better diversify our vendor base by working with more Minority and Woman-Owned Business Enterprises, particularly in the local area. In order to achieve this goal, we work with each Sourcing Manager and purchaser to reevaluate their current selection practices, with the intent to identify opportunities for diverse vendors to provide goods or services to our organization.

Through monthly meet and greet sessions, potential suppliers learn about Duke and the procurement process while networking with other diverse suppliers. Sourcing Managers often attend these meetings. Regardless of attendance, they receive information about MWBEs that have contacted us or that we have personally met who are asking to work with Duke University and Duke University Health System. This information is specific to their area of expertise and influence, and we ask that they review the information, determine if DU or DUHS has a current or future need for this service, then contact the vendor directly to let them know the current status of that particular commodity. We ask that they contact these vendors within one week of receiving their information. After speaking with them and qualifying them as a viable option, they may also discover that the vendor's information should be sent to a different Procurement representative, or someone outside of Procurement. The Sourcing Manager who initially receives the vendor information will be ultimately responsible for sending the information to the appropriate party, if deemed necessary. The Program Coordinator for the Supplier Diversity program will then follow up to ensure the vendor has been contacted, and log any information that may prove useful during future audits.

We continually outreach to the local MWBE businesses through trade shows, presentations and sponsored events. We ask that potential vendors provide us with several pieces of information about their business, as well as a copy of their minority status certification from an issuing authority.

We have an MWBE advisory board, which is made up of key personnel from every area of the University and Duke Medicine, and they are charged with communicating this information to their individual areas of the campus. It is at these meetings that our quarterly MWBE spend reports are distributed, new vendors are discussed and potential program improvements are evaluated.

Through local "Meet the Purchaser", "Speed Dating", MEDWeek events, Pinehurst Executive Networking Conferences and other CMSDC events, we have maintained an active presence in the local community with regards to supplier diversity. It is at these events that we have the opportunity to meet with potential vendors one-on-one, and help them learn to do business with Duke. Additionally, we intentionally partner with vendors and organizations that understand our supplier diversity commitment, and in turn establish similar programs within their own companies.

In addition to helping grow diverse vendor businesses, we believe in supporting the organizations that help us achieve our goals. We have assisted in the planning of a multitude of events including the annual CMSDC Gala, the Coordinator's Network Annual Conference and MED Week events. We present information about developing supplier diversity programs to universities and business partners across the country and help educate diverse suppliers at conferences such as BOC as well as through daily interaction.

For many years, Duke has actively partnered and participated in diverse, local community events through the Duke/Durham Neighborhood Partnership, and sponsored and participated in various MWBE awareness and educational events. These events are in conjunction with NCIMED, CMSDC, UMCNC, Raleigh Chamber of Commerce, Durham Chamber of Commerce, WBENC and the Carolinas Forum. Through the Duke Fuqua School of Business and the Minority Business Consulting Program, women and minority-owned businesses can partner with Graduate Business students to help develop their businesses. Duke and Duke Medicine have also taken the initiative to hire a Program Coordinator for the Supplier Diversity Program, who is dedicated to helping teach and better communicate with MWBEs interested in doing business with Duke. Duke is committed to supporting the development of local, minority and woman-owned businesses so that they may continue to prosper in the Duke and Durham communities.

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

<http://www.finance.duke.edu/procurement/diversity/index.php>

### Responsible Party

#### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Duke University and Health System gives preference to locally-owned and operated firms. Through the green purchasing and supplier diversity programs, the Procurement Office makes every effort to first and foremost support local, diverse and green firms and see local purchasing as an extension of the larger sustainability efforts. A sample RF{ excerpt can be found below:

"Where possible, vendors are encouraged to use second-tier suppliers in close proximity to Duke. The use of local minority and women-owned businesses strengthens our commitment to the local economy."

**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

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

### Submission Note:

Duke University also has 18 vehicles that run on bio-diesel when available.

We also included 1 CNG vehicle and 24 CNG/Gasoline hybrid vehicles in the gasoline hybrid numbers since there was no option for this type of alternative fuel vehicle.

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

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

30

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

3

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

3

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

32

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

25

**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 :**

728

# Student Commute Modal Split

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

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

72

**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 :**

28

**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 :**

1

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

3

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

68

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

---

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

[http://parking.duke.edu/alternative\\_transportation/index.php](http://parking.duke.edu/alternative_transportation/index.php)

# Employee Commute Modal Split

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :**

31

**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 :**

69

**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 :**

15

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

10

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

6

**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 :**

[http://sustainability.duke.edu/campus\\_initiatives/transportation/index.html](http://sustainability.duke.edu/campus_initiatives/transportation/index.html)



# Bicycle Sharing

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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.) :**

Duke Bikes is a free bikeshare program on campus with a fleet of over 130 bikes. Students can reserve a bike online or at the centrally located bike shop. The program's average usage is 100 bikes a day.

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

[http://parking.duke.edu/alternative\\_transportation/bicycling/duke\\_bikes/](http://parking.duke.edu/alternative_transportation/bicycling/duke_bikes/)

# Facilities for Bicyclists

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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? :**

Yes

**A brief description of the facilities :**

Limited facilities do already exist on campus including at the Levine Science Research Center. Duke is in the process of locating additional facilities and is working with the two campus gyms to allow bikers to use the showers in the morning. The URL below contains a link to a map showing where all of the different bike racks on campus are located.

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

[http://parking.duke.edu/alternative\\_transportation/bicycling/index.php](http://parking.duke.edu/alternative_transportation/bicycling/index.php)

# Bicycle and Pedestrian Plan

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

### A brief description of the plan :

Duke is currently developing a campus-wide bicycle plan. It will address infrastructure improvements such as racks and bike lanes, communication efforts and comparisons to exemplary programs at peer institutions. The plan will inventory our current progress and set forth goals for future improvement.

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

[http://parking.duke.edu/alternative\\_transportation/bicycling/index.php](http://parking.duke.edu/alternative_transportation/bicycling/index.php)

# Mass Transit Programs

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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) :**

Duke operates over 30 buses on more than a dozen routes serving east, west, central, and the hospital campus in addition to some neighboring areas. The Robertson Scholar bus takes students between Duke and Chapel Hill for free and one of the free Duke Transportation buses serves popular downtown entertainment destinations in the evenings. Duke is currently finalizing a smart phone program that will allow community members to easily check bus schedules.

Duke is offering GoPass, a free local and regional bus pass, to Duke staff and faculty whose offices are on the East, West, Central and Medical Center campuses; the American Tobacco Campus or within one-half mile of the East, West, Central or Medical campuses. All undergraduate, graduate and professional school students are eligible.

Duke is also subsidizing the cost of the Bull City Connector which is a new fare-free, environmentally sensitive bus service that helps connect downtown Durham with the Duke University campus and medical facilities.

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

[http://parking.duke.edu/buses\\_vans/index.php](http://parking.duke.edu/buses_vans/index.php)

# Condensed Work Week

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

A compressed work schedule allows an employee to work a traditional 35-40 hour workweek in less than five workdays. For example, a full-time employee could work four 10-hour days instead of five 8-hour days. This option is more easily applied to non-exempt (bi-weekly paid) staff for whom maximum work hours are identified, but it is not ruled out for monthly paid staff who may work more than 40 hours during the work week. Duke Payroll practices require non-exempt staff that agree to a compressed work week arrangement to be paid overtime based on all hours over 40 in a work-week.

Another popular option is a nine day/two week work arrangement, which allows for two weeks of work to be compressed into nine or nine and a half days of work. This is popular with staff members who want some flexibility in their schedule and do not mind extra time built into the beginning or end of the work day, but do not want the long days compressed work week require.

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

<http://www.hr.duke.edu/benefits/family/flexwork/options/compressed.php>

# Telecommuting

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

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

Duke considers telecommuting to be a viable alternative to working from a central Duke worksite in cases where the characteristics of the employee, supervisor, and work are compatible with such an arrangement, and the physical environment, equipment, and technology are adequate to support it. Typically, a Telecommuting arrangement will specify the number of hours to be worked at home and the specific time in which this will occur (eg., every Tuesday, the first Monday of the month, etc.). In cases where the department agrees to support some or all of the costs of an off-site office, the supervisor and staff member should discuss all applicable costs, including that of additional telephone lines, telephone use charges and Internet Service Provider (ISP) charges, as appropriate. Staff members working under a Telecommuting arrangement will come on-site for periodic meetings and interactions with the supervisor. Telecommuting does not connote the professional or management practice of working at home after hours to work on reports or presentations or to catch up on reading.

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

<http://www.hr.duke.edu/benefits/family/flexwork/options/telecommuting.php>

# Carpool/Vanpool Matching

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

## A brief description of the program :

Duke facilitates the use of carpooling through GreenRide, a Duke specific web and map based rideshare solution that helps users find carpool partners. Each staff, faculty, or student member of a carpool receives 24 free parking passes to use on days when they cannot carpool. Carpools also received a parking space in a preferred lot and significantly discounted or free parking dependent on the number of people in the carpool.

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

[http://parking.duke.edu/alternative\\_transportation/carpool/index.php](http://parking.duke.edu/alternative_transportation/carpool/index.php)

## Cash-out of Parking

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

**Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?**

:

---

**A brief description of the program :**

---

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

---

# Carpool Discount

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

## Does the institution offer reduced parking fees for car and van poolers? :

Yes

## A brief description of the program :

Staff/Faculty/Graduate & Professional Students: Four (4) or more participants get FREE parking in a preferred Duke lot. Each member receives 12 daily passes for access to your group's preferred lot and 12 for any remote lot. Three (3) participants pay \$4 monthly per person. Each member receives 12 daily passes for access to your group's preferred lot and 12 for any remote lot. Two (2) participants each pay half of the annual permit price for access to a preferred lot. Rideshare commuters park in regular spaces; not in designated carpool spaces. Each member receives 12 daily passes for access to your group's preferred lot and 12 for any remote lot.

Undergraduate Commuters: Four (4) or more participants get FREE and reserved parking in the first lot on the left as you enter the Blue Zone and receive 20 day passes for unreserved spaces in the Blue Zone. Three (3) participants pay \$40 per person and receive the same benefits as a 4-person carpool.

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

[http://parking.duke.edu/alternative\\_transportation/carpool/index.php](http://parking.duke.edu/alternative_transportation/carpool/index.php)

## Local Housing

---

### Responsible Party

#### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

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

Duke Community Housing is a resource for students, faculty, and staff to find and advertise rental housing options in the Durham area.

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

<http://www.studentaffairs.duke.edu/communityhousing>

# Prohibiting Idling

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

## A brief description of the policy :

The Duke Safety Manual, Fleet Safety Chapter contains the following section related to parked vehicles:

1. Ensure that the vehicle is secured when parked by:
2. Turning the ignition switch off.
3. Removing the key.
4. Engaging the hand brake or the parking brake.
5. Using wheel chocks if provided, or “curbing” the wheels of the vehicle when parked on an incline.”

Duke University Health System also prohibits idling at all construction sites.

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

[http://www.safety.duke.edu/SafetyManuals/University/II\\_6VehicleSafety.pdf](http://www.safety.duke.edu/SafetyManuals/University/II_6VehicleSafety.pdf)

## Car Sharing

---

### Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 WeCar by Enterprise fleet includes 16 vehicles at locations across Duke, including West, Central and East campuses, as well as the Health System. The fleet includes the new Chevrolet Volt, which operates two ways: battery powered and gasoline powered.

The service works like other car-sharing programs: vehicles are reserved online, accessed using a membership card and returned to the same location where the car was picked up.

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

[http://parking.duke.edu/alternative\\_transportation/wecar/index.php](http://parking.duke.edu/alternative_transportation/wecar/index.php)

# 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

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :

1292.33 Tons

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

73.37 Tons

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

10099.09 Tons

### Weight of materials recycled, performance year :

4606.59 Tons

### Weight of materials composted, performance year :

247.33 Tons

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

9928.10 Tons

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

July 2009 - June 2010

### On-campus residents, 2005 :

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

5248

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

36614

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

422

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

5136

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

36818

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

379

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

July 2009 - June 2010

**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 :**

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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*.

---

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

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

4853.92 Tons

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

9928.10 Tons

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

Duke maintains a strong commitment to helping and improving the environment through the Sanitation, Recycling, and Procurement Departments, which work closely together to promote proper waste management and reduction. These units manage solid waste and sustainability efforts at Duke while providing support for university-wide special events and routine preventative maintenance of sanitation and recycling equipment. Sanitation and Recycling also manage a composting operation to turn landscaping material into useable top soil. Taking care of the environment is an important role of Facilities Management. Through Duke Recycles, Duke traditional recyclables like magazines or aluminum from the Durham landfill every year, including many non-traditional recyclables, such as food compost, motor oil and tires. Duke Recycles collects more than 1,500 bins that contain anything from paper to glass to packing peanuts. Since 1989, Duke Recycles has offered numerous services to help create a more sustainable campus by emphasizing student and faculty and staff participation. Recycling locations can be found outside many residence halls, in Central Campus laundry areas and in university common areas. Students also have a small bucket in their rooms to collect items to carry to the nearest drop-off location. The Duke Surplus Property Program helps to divert tons of unnecessary waste from the landfill every year. All Duke-purchased property including furniture, electronics, medical equipment and supplies are collected daily and staged for donation to local non-profits and Duke Departments. Data-containing electronic items are wiped to meet Department of Defense standards, and are then primarily donated to our local school system as well as other non-profits. This donation-only business model helps to eliminate unnecessary purchases and the resources required to sell surplus property. This “no-sell” model began in 2007.

# Construction and Demolition Waste Diversion

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

---

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

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

2344.29 Tons

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

1038.25 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

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :**

Duke University and Health System has a formalized program in place to recycle, refurbish and reuse all electronic waste generated by the university and health system. By strategically selecting a local electronics recycling firm, it is ensured that the electronic waste is recycled responsibly and is never resold and exported.

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

All university and health system-purchased electronics must flow through the Surplus Property Program at end-of-life. The items are collected daily and transported to various facilities for donation, wiping or recycling. Computers and data-containing items that do not pass Department of Defense wiping standards are transported via secure vehicle, to a local electronics recycler. The destruction of these items is then witnessed by university staff, resulting in a fine, gravel-like metal mixture that is then recycled by metal type.

Electronics in good repair are donated to internal university and health system departments, as well as the local school system and hundreds of area non-profit groups.

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

Duke University and Health System has a program in place to recycle electronic waste generated by students and staff members, for items that were not purchased with university or health system funds. Every semester, E-waste Recycling Day gives students an opportunity to dispose of electronics responsibly.

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

[http://sustainability.duke.edu/campus\\_initiatives/waste/ewaste.html](http://sustainability.duke.edu/campus_initiatives/waste/ewaste.html)

# Hazardous Waste Management

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

*"---" 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 :**

Occupational and Environmental Safety Office, Environmental Programs supports Duke University's policy to minimize the environmental impact of its activities through the development, implementation, and tracking of hazardous chemical and radiological waste. Minimizing the amount hazardous waste generated is the primary goal of OESO, Environmental Programs, and this is a shared responsibility between the individual generators and OESO, Environmental Programs. Current opportunities to minimize hazardous, universal, and non-regulated chemical waste generated at Duke University include:

### PRE-PURCHASE CONSIDERATIONS

Persons ordering chemicals should purchase only the amount of chemicals which are needed in order to avoid the disposal costs of excess chemicals, which often outweigh the savings of ordering larger quantities.

### INVENTORY CONTROL

The chemical inventory control system prevents additional purchases of chemicals that already exist onsite, reducing costs and saving time. OESO, Environmental Programs collects unused or expired chemicals across the institution for disposal or reuse.

### VOLUME REDUCTION

Chemical users utilize "micro" volume methods whenever possible, reducing the aqueous components in samples and reducing the total amount of waste generated for disposal. Another practice which reduces the total volume of hazardous waste is to carefully segregate hazardous and nonhazardous wastes.

### PROCESS CHANGE

OESO, Environmental Programs encourages the institution to switch from hazardous to non-hazardous chemicals and change concentrations of highly hazardous chemicals. One example of this is the replacement of mercury-containing equipment such as thermometers with electronic equipment.

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

OESO, Environmental Program Division makes hazardous waste decisions in accordance with RCRA guidelines, prepares wastes for shipment and disposal, and provides assistance to generators as necessary. OESO, Environmental Programs has a rechargeable battery and cell phone recycling program: batteries less than 2 pounds can be placed in the designated recycling containers throughout campus. OESO, Environmental Programs also provides support to the Health System to manage the generation and handling of hazardous drug waste, evaluate environmental risks, and ensure compliance with applicable environmental regulations. Radioactive waste is accumulated in laboratories in waste containers and picked up by OESO, Environmental Programs.

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

<http://www.safety.duke.edu/EnvPrograms/PollutionPrev.htm>

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Duke University and Health System has a formalized surplus property program, whereby all Duke-purchased property and supplies, including furniture, electronics, medical equipment and office supplies are collected, refurbished (if necessary) and offered to Duke Departments and non-profits at no charge.

Duke Recycles offers free surplus office supplies to faculty, staff, and students. Donations from employees and students cleaning out their offices are collected and organized in the Duke Recycles facility.

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

[http://finance.duke.edu/procurement/news/items/2010\\_10\\_21\\_surplus.php](http://finance.duke.edu/procurement/news/items/2010_10_21_surplus.php)

## Limiting Printing

---

### Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

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

Each year, Duke University students receive a \$30 credit for printing. Beyond this limit, students must request additional funds for their printing account.

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

<http://oit.duke.edu/comp-print/printing/quota.php>

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

**Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :**

Yes

**A brief description of the practice :**

The Office of the University Registrar at Duke University produces eleven sets of course catalogs and schedules each year and "The Guide for Undergraduates," which are all available in PDF and HTML formats online. The number of printed undergraduate bulletins has decreased by 90% in 10 years. Student directories are not printed. Additional eliminations of printed material include midterm and final grade mailers, transcripts, grade sheets, and class lists.

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

<http://registrar.duke.edu/registrar/studentpages/student/bulletins.html>

# Chemical Reuse Inventory

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

**Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :**

Yes

**A brief description of the program :**

Occupational and Environmental Safety Office, Environmental Programs Division manages a Surplus Chemicals Exchange Program. This program collects unopened laboratory chemicals and redistributes them free of charge to departments based on requests.

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

<http://www.safety.duke.edu/SafetyManuals/University/Q-Chemwastemgt.pdf>

## Move-In Waste Reduction

---

### Responsible Party

#### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 the two weeks of student move-in, Duke Recycles collects and processes tons of cardboard as students return to campus. Flyers with information about flattening boxes and removing debris are distributed to students and leaders in Residence Life and Housing Services during move-in so that Duke Recycles can easily process the cardboard.

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

[http://www.fmd.duke.edu/energy/waste\\_reduction/recycling/Programs.php](http://www.fmd.duke.edu/energy/waste_reduction/recycling/Programs.php)

## Move-Out Waste Reduction

---

### Responsible Party

#### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :

For two weeks in May, Duke Recycles accepts donations of any items moving students do not want that may still be useful. This includes: clothes, shoes, furniture, appliances, and many other vital resources. Duke Recycles sets up pick-up locations around almost every dorm, and the items are donated to local charities.

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

[http://www.fmd.duke.edu/energy/waste\\_reduction/recycling/Programs.php](http://www.fmd.duke.edu/energy/waste_reduction/recycling/Programs.php)

# 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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

### **Water consumption, 2005 baseline year :**

497927144 Gallons

### **Water consumption, performance year :**

326659080 Gallons

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

July 2009 - June 2010

### **On-campus residents, 2005 :**

5248

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

36614

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

422

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

5136

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

36818

### **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 2009 - June 2010

**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 :**

---

**The website URL where information about the institution's water conservation initiatives is available :**

[http://sustainability.duke.edu/campus\\_initiatives/water/conservation.html](http://sustainability.duke.edu/campus_initiatives/water/conservation.html)

# Stormwater Management

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

*"---" 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 :**

Duke works with regional planning institutions to take a more holistic look at stormwater management solutions. Duke uses a Stormwater Impact Analysis model to model campus run-off based on the amount of impervious surface and considers the impacts on water quality, not just quantity.

**The website URL where information about the institution's stormwater management initiatives, plan or policy is available :**

<http://medina.cee.duke.edu/Stormw/duke.stormwmp.pdf>

**Does the institution have a living or vegetated roof? :**

Yes

**A brief description of the institution's living or vegetated roof :**

The Duke University Hospital has a lobby-level green roof in the courtyard. Included in the green roof are test plots and sites for green roof plants and mosses. (

[http://www.dukehealth.org/health\\_library/health\\_articles/green\\_roof](http://www.dukehealth.org/health_library/health_articles/green_roof)

)

The green roof atop the Home Depot Smart Home insulates the home from the cold of winter and the heat of summer. The roof's soil also pre-filters water that passes throughout it, removing pollutants picked up from the atmosphere.

(

<http://sustainability.duke.edu/academics/research/smarthouse.html>

)

The French Family Science Center roof includes 15,000 square feet of sod to filter rainwater and cool the building. (

[http://sustainability.duke.edu/news\\_events/items/2007\\_10\\_30Buildings.html](http://sustainability.duke.edu/news_events/items/2007_10_30Buildings.html)

)

**Does the institution have porous paving? :**

Yes

**A brief description of the institution's porous paving :**

A group of Duke University students worked with KB Industries for their Markets and Management Capstone Course to install a KBI Flexi™-Pave demonstration site under two parking space reserved for Duke Zipcars outside of the Bryan Center. The Flexi™-Pave is made from recycled tires. (

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

)

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

Yes

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

---

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

Yes

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

---

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

Yes

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

---

**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 :**

---

# Waterless Urinals

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

The French Family Science Center has 50 waterless urinals and low-flow lavatories that save an estimated 2 million gallons of water annually.

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

[http://sustainability.duke.edu/campus\\_initiatives/water/conservation.html](http://sustainability.duke.edu/campus_initiatives/water/conservation.html)

# Building Water Metering

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

**Does the institution have building-level water consumption meters for at least one building? :**

Yes

**A brief description of the water metering employed :**

Water meters currently track the water consumption from ~ 90% of campus.

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

---

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

[http://sustainability.duke.edu/campus\\_initiatives/water/faq.html](http://sustainability.duke.edu/campus_initiatives/water/faq.html)

# Non-Potable Water Usage

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Condensation in University, Medical Center and Health System cooling systems is reclaimed for use in Duke's Chilled Water Plant's cooling towers.

Duke is currently developing an irrigation plan for its athletic fields and select plants on campus that will use reclaimed water from the North Durham Water Reclamation Facility.

Water from the Asiatic Arboretum pond in Sarah P. Duke Gardens is used to water seasonal plants in the terrace beds of the Gardens.

The Fitzpatrick Center for Interdisciplinary Engineering, Medicine and Applied Sciences (FCIEMAS), which opened in 2004, has a 70,000-gallon cistern underground to collect rainwater that is used to irrigate the nearly two-acre complex.

### **The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

---

### **The percentage of building space using water from recovered, reclaimed or untreated sources :**

---

### **The percentage of water used in utility plants from recovered, reclaimed or untreated sources :**

---

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

[http://sustainability.duke.edu/campus\\_initiatives/water/conservation.html](http://sustainability.duke.edu/campus_initiatives/water/conservation.html)

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Landscaping at Duke University is designed in a way to create a natural environment that is not dependent on water. Drought-tolerant plants and green roofs on campus with succulents are significant examples of these efforts. Ornamental stones are used to hold water, manage runoff, avoid rutting, and prevent weeds. These projects are self-sufficient once they are established, making them an economically efficient investment in sustainable practices.

In the Duke Gardens, water conservation is a high priority and xeriscaping plays a large role in plant decisions. Plants are preferred that require little irrigation once established, and plants that need more water are sited appropriately for efficient water use. Proper mulching is also a standard procedure for all planting areas.

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

---

# Weather-Informed Irrigation

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Rain sensors are an ordinance in the city of Durham. After a quarter inch of rain, programmed irrigation systems at Duke University shut down. The Duke Gardens and the new Duke Comprehensive Cancer Center site have Smart Controllers for their irrigation systems. The irrigation system for the Doris Duke Center is currently controlled by a 'smart' control valve. This system has sensors that respond to recent rainfall and adjusts the duration of irrigation accordingly based on soil moisture.

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

---

# 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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

*"---" 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 Campus Sustainability Committee (CSC) was created in 2007 by President Brodhead as part of the institutional structure to guide development and implementation of the Duke Climate Action Plan (CAP). After review by senior staff and the Board of Trustees, Duke officially submitted its CAP on October 15, 2009 to the American College and University Presidents Climate Commitment. The target date for carbon neutrality is 2024. The charge of the CSC moving forward will be to oversee implementation, track progress towards CAP milestones, and report back to the campus community on the CAP and other campus sustainability efforts.

## Members of the committee, including affiliations :

Faculty (12)

William Chameides, Dean of the Nicholas School (Co-Chair)

Norm Christensen, Nicholas

Robert Clemen, Fuqua Business

Lincoln Pratson, Nicholas

Jim Salzman, Law

David Schaad, Pratt Engineering

Charlotte Clark, Nicholas

Jennifer Brody, Executive Council of

Academic Council representative, African and African-American Studies

Erika Wienthal, Nicholas

Norman Wirzba, Divinity

Jennifer Ahern-Dodson, Thompson Writing Program  
Michelle Nowlin, Law

#### Staff (17)

Tallman Trask, Executive Vice President (Co-chair)  
Tavey Capps, Environmental Sustainability Director  
John Noonan, Associate Vice President of Facilities  
Robert Guerry, Director, Medical Center Engineering and Operations  
Jane Pleasants, Assistant Vice President of Procurement  
Chuck Catotti, Director, Event Management  
Sam Veraldi, Director Finance, Campus Services  
Jim Wulforst, Director, Dining Services  
John Pearce, University Architect  
Joe Gonzalez, Acting Director of Residential Life and Housing Services  
Michael Palmer, Assistant Vice President and Director of Community Affairs  
Paul Grantham, Assistant Vice President of Communications Services  
Tim Profeta, Director of Nicholas Institute for Environmental Policy Solutions  
Anne Light, Special Assistant to the EVP  
Tatjana Vujic, Director, Duke Carbon Offsets Initiative  
Casey Roe, Environmental Sustainability Outreach Coordinator  
Jim Siedow, Vice Provost for Research

#### Students (8)

Mikael Owunna, President Environmental Alliance  
Priya Govindaraj, Environmental Alliance  
Timothy Brown, Co-President Duke University Greening Initiative  
Katharine Grant, Co-President Duke University Greening Initiative  
Meg Mobley, Graduate Student Professional Council (GPSC) representative  
Liz Bloomhardt, GPSC representative  
Travis Smith, Duke Student Government (DSG) representative  
Adam Price-Pollak, DSG representative

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

[http://sustainability.duke.edu/climate\\_action/CSC.html](http://sustainability.duke.edu/climate_action/CSC.html)

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

Yes

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

Duke University seeks to attain and maintain a place of leadership in all that we do. This includes leadership in environmental stewardship and sustainability on our campus, in our medical institutions, and in the larger community of which we are a part.

We are committed to examining the actual and potential environmental impacts associated with our activities and services in order to continually improve environmental performance.

Sustainable Duke, under the Office of the Executive Vice President, is charged with strategic planning to reduce Duke's overall environmental footprint, educating the campus community regarding institutional and individual impacts and developing programs to positively influence campus sustainability behaviors.

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

5

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

<http://sustainability.duke.edu/index.php>

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

Yes

**Sustainability coordinator's name :**

Tavey M. Capps

**Sustainability coordinator's position title :**

Environmental Sustainability Director

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

Plan, direct and implement programs and activities that examine actual and potential environmental impacts associated with campus activities and services to ensure that Duke University maintains a place of leadership in environmental stewardship and sustainability.

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

<http://sustainability.duke.edu/index.php>

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

## Year the strategic plan or equivalent was completed or adopted :

2006

## 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 :

Duke completed a Strategic Plan in 2006 that examined whether the University was living up to the highest standards of citizenship – local, national and global – and developed strategies and expectations for investment in Durham community, environmental stewardship, and fiscal integrity (See page 76 of link below).

Excerpt from Plan - "Strengthen the Engagement of the University in Real World Issues. We seek distinction and distinctiveness by creating and nurturing signature academic initiatives that strengthen our engagement of real world issues by anticipating new models of knowledge formation, applying knowledge to societal issues, and providing students with the skills to succeed and lead in these areas. School plans put forth a rich array of academic initiatives that represent strategies for enhancing existing peaks of excellence and establishing new ones. As part of the Faculty Enhancement Initiative we have committed to provide initial support for programs and centers that advance university strategic priorities. It is our hope that some of these, over time, develop into signature initiatives that advance Duke's distinctiveness. Complementing new centers we reaffirm our commitment to our signature initiatives: the Institute for Genome Sciences & Policy, the Social Science Research Institute, the John Hope Franklin Humanities Institute, the Kenan Institute for Ethics, the Nicholas Institute for Environmental Policy Solutions, and the Sanford Institute of Public Policy and the creation of two new

initiatives: the Global Health Institute and the Institute for Brain, Mind, Genes, and Behavior. These signature initiatives serve as models for other universities. These programs will shape faculty development opportunities through the Faculty Enhancement Initiative, serve as magnets for attracting the best graduate students, and offer exciting educational opportunities for undergraduates.

The Nicholas Institute for Environmental Policy Solutions: The Nicholas Institute for Environmental Policy Solutions (NIEPS), launched in the fall of 2005, is to be the translational arm for environmental research on campus, and by doing so, to become a unique and distinct broker in the often divisive debates that characterize the arena of environmental policy. The environmental policy dialogue has become polarized, with most participants perceived to be aligned with one or other political party. The NIEPS will work to catalyze progress on environmental problems in ways that work toward a 35 consensus or common understanding of the problems, thereby reducing adversarial debate.

The NIEPS builds on the strength of the Nicholas School. Nicholas faculty are enthusiastic about interdisciplinary cooperation across campus and working collaboratively on policy-relevant projects. Because of the close partnerships between the NIEPS and various schools, the institute's work will have the credibility that comes from an exhaustive faculty review process, yet be produced on a schedule that comports with the decision-making cycles of government, industry, and other institutions. Drawing on faculty expertise and its core group of professional staff, the institute will focus on the translation of this knowledge to guide decision makers in the public and private sectors. Because the institute's ability to access the relevant decision-makers will evolve from leveraging established relationships; a permanent presence in Washington, D.C., the location of many of the environmental debates with which the institute will concern itself, will be strategic. Not only will this enable the faculty and staff associated with the NIEPS to build and maintain relationships with policymakers, but it will afford important research learning opportunities for undergraduate and graduate students interested in environmental policy."

**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 :**

Duke completed a Strategic Plan in 2006 that examined whether the University was living up to the highest standards of citizenship – local, national and global – and developed strategies and expectations for investment in Durham community, environmental stewardship, and fiscal integrity (See page 76 of link below).

Excerpt from Plan - "Duke's ambition is targeted not towards rankings but rather towards achieving a place of real leadership based on substantive contributions to society through the education we provide, the research that faculty pursue, the lives our graduates lead, and our direct involvement in making our local community a better place to live and work."

**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 :**

Duke completed a Strategic Plan in 2006 that examined whether the University was living up to the highest standards of citizenship – local, national and global – and developed strategies and expectations for investment in Durham community, environmental stewardship, and fiscal integrity (See page 76 of link below).

Excerpt from Plan - "Knowledge in the service of society

The founding indenture of Duke University directed the members of the University to “develop our resources, increase our wisdom, and promote human happiness.” Indeed, we have gone far in achieving James B. Duke’s dream to establish a place of outstanding intellectual eminence, “a place of real leadership.” But in Mr. Duke's vision, such leadership also involved harnessing the power of higher learning for the larger social good to meet the world's great needs: for intellectual understanding; for bodily care and healing and for spiritual inspiration; for justice; for economic productivity; and for understanding and caring for the natural world."

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

<http://www.provost.duke.edu/StratPlan/pdfs/Making%20a%20Difference.pdf>

# Physical Campus Plan

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

## Does the institution's physical campus plan include sustainability at a high level? :

Yes

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

Duke's Master Plan, redeveloped every 10 years, provides a blueprint to guide the most important decisions regarding how the campus should grow. The current Master Plan, approved in 2000, commits the University to modeling environmental stewardship through its land use practices and serving as a leader in sustainability. The Plan also envisions the role for Duke as an integral part of the surrounding region's economy, environment and community fabric. Duke's Plan strives to leverage the institutions role in the region to promote environmental, economic and social sustainability. Sustainability is mentioned in the goals section, as part of Duke's commitment to conservation of our forest ecosystem, commitment to infill and supporting smart growth

[http://www.architect.duke.edu/planning/master\\_plan.html](http://www.architect.duke.edu/planning/master_plan.html)

<http://www.architect.duke.edu/planning/sustainability.html>

<http://www.architect.duke.edu/landscape/forest/index.html>

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

2000

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

[http://www.architect.duke.edu/planning/master\\_plan.html](http://www.architect.duke.edu/planning/master_plan.html)

# Sustainability Plan

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

**Does the institution have a sustainability plan that meets the criteria for this credit? :**

No

**A brief description of how multiple stakeholder groups were involved in developing the plan :**

Duke is currently expanding our Climate Action Plan to a Sustainability Strategic Plan.

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

Duke is currently expanding our Climate Action Plan to a Sustainability Strategic Plan.

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

Duke is currently expanding our Climate Action Plan to a Sustainability Strategic Plan.

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

---

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

---

# Climate Action Plan

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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*.

---

### Submission Note:

Duke target year for climate neutrality is 2024. That is not an option in the target year question above.

"---" 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 :

Duke has developed a Climate Action Plan that will guide the University in achieving climate neutrality by 2024. This plan was developed in large part by the Campus Sustainability Committee, which was formed in 2008. Reduction measures such as moving completely off coal in the campus steam plant, key energy conservation initiatives, installing solar PV on campus buildings, providing direct financial incentives for alternative transportation and improving regional transportation options are several of the actions Duke would take to reduce the campus carbon footprint to the lowest levels possible.

The following is a summary of many of the actions that Duke will undertake as part of the Climate Action Plan.

### Energy

- \* Shifting on-campus fuel mix from coal to natural gas, biomass, and biogas
- \* Tracking Duke Energy's progress toward climate neutrality
- \* Expanding energy conservation and green building efforts
- \* Pursuing significant on-site renewable energy projects

### Transportation

- \* Creating a Demand Management System, which includes incentives for alternative transit
- \* Developing campus air travel guidelines

- \* Replacing and right-sizing campus fleet
- \* Tracking improvements in vehicle and air efficiencies

#### Offsets

- \* Pursuing transportation and energy reductions aggressively before offsetting
- \* Developing and catalyzing authentic, local offsets that will provide significant environmental, social, and economic benefits in North Carolina and the Southeast
- \* Using offset experiences as an academic tool and to improve future projects

#### Education

- \* Considering incorporating sustainability into the depth and breadth of the student experience; exploring tactics such as a “mode of inquiry” focused on environmental citizenship, literacy and sustainability or expanding existing efforts to integrate sustainability priorities into recruitment and orientation materials
- \* Expanding current peer-to-peer environmental programming

#### Communication

- \* Empowering staff and students to monitor and reduce their own carbon footprints
- \* Using Sustainable Duke Pledge to align individual's efforts with campus efforts

Assuming the actions noted previously are implemented, Duke will have reduced overall campus emissions by 45 percent in 2024. Energy emissions will be down 44 percent. Contributing to this energy emission reduction is a 58 percent reduction in the GHG emissions from electricity, a 16 percent reduction through energy conservation and green building and a 1 percent reduction with new campus solar PV. Another 25 percent of the 2024 energy emissions reduction stems from moving completely off coal in the campus steam plants.

In 2024, Duke’s transportation emissions will be down 49 percent. Emission reductions from air travel, commuter travel and the campus fleet will contribute 63 percent, 32 percent and 4 percent respectively to this decrease. It should be noted that these emission reductions take into account increased fuel efficiency of cars and airplanes as well as expected advances in air traffic management that will reduce the overall impact of this form of travel.

If Duke accomplishes this reduction scenario by 2024, the campus GHG footprint will almost be cut in half from the 2007 baseline. This would leave 182,988 MTCO<sub>2e</sub> to offset in 2024 to become climate neutral. Based on a rough estimate of offsets priced at \$10/ton in 2008 and a 5% annual increase, it would then cost Duke approximately \$3.9 million to purchase offsets for the remainder of the campus GHG footprint in 2024 and \$91 million in total offset costs out to 2050. If the Duke Carbon Offsets Initiative moves forward as expected, the University will have many options in the future to meet this need for high quality, local offsets. It should also be noted that there is a financial benefit to starting to purchase offsets or invest in offset projects in the near term when the price is lower.

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

As Duke works towards a goal of 2024 for climate neutrality, efforts will also be focused on interim GHG reduction milestones. These include the following reduction percentages every five years starting in 2010, calculated from a 2007 baseline:

- 2010 – 10%
- 2015 – 21%
- 2020 – 45%
- 2025 – 45%
- 2030 – 70%
- 2035 – 74%
- 2040 – 79%

- 2045 – 83%
- 2050 – 88%

While expected campus growth assumptions, economic conditions, and Duke Energy’s potential emissions reduction, could have a significant impact on Duke’s ability to meet these reduction goals, it is still important to have short term milestones to measure and assess progress.

More specifically, Duke will be focusing efforts on energy and transportation projects to meet campus GHG reduction goals. Short term milestones in energy GHG reduction include:

- 2010 – East Campus Steam plan comes online – 86% reduction in coal use, 34% reduction in steam plant GHG emissions from 2007 baseline
  - o Green Building
    - Establish a Duke University approval protocol for new building energy consumption approval and expand current LEED building policy to establish green building energy consumption standards for immediate use
    - Implement energy use targets by Tech Rating
  - o Energy Conservation
    - Initiate study to develop plan for Energy Conservation Measures (ECMs)
    - Determine contracting method for ECMs and start implementation with goal of 15% reduction by 2030
- 2012 – Install 4MW solar PV array, 1.3% reduction in GHG emissions from 2007 baseline; initiate West Campus steam plant conversion away from coal completely – 41% reduction in steam plant GHG emission from 2007 baseline

Short term transportation GHG reduction goals include:

- 2012 –
  - o Commute Reduction
    - Create or redirect existing resources for a Transportation position to market alternative commute options
    - Expand transit subsidies, carpool incentives, and vanpools funded through increased parking prices
    - Develop Park and Ride lot(s)
  - o Fleet
    - Begin process to replace 10 buses with hybrid BRT’s (Bus Rapid Transit)
    - Eliminate H5/H6 shuttle routes (that would be unnecessary with new Park and Ride)
    - Establish a “green” fleet procurement policy
  - o Air Travel
    - Develop Duke air travel policies and guidelines as well as better tracking mechanisms for air travel data by department
- Outcomes:
  - o About a 6 percent reduction in single occupancy vehicle (SOV) travel
  - o About a 4 percent reduction in parking demands
  - o About a 33 percent increase in transit use
  - o About a 4 percent reduction in air travel emissions
  - o An estimated 6 percent reduction in transportation-related GHG (over 2007 base)

- 2017
  - o Commute Reduction
    - Further efforts by Transportation Coordinator
    - Broaden Park and Ride program
    - Explore parking pricing increases (+/- 50 percent)
  - o Fleet
    - Replace 10 additional buses with hybrids
    - Advance greening of service fleet
  - o Air Travel

- Continue implementation and education about air travel policy

• Outcomes:

- o About a 4 percent additional reduction in SOV vehicle travel
- o About a 3 percent additional reduction in parking demands
- o About a 8 percent reduction in air travel emissions
- o An estimated 10 percent reduction in transportation-related GHG (over 2007 base)

**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 :**

1, 2 and 3

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

100%

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

July 1, 2007

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

338,828

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

---

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

[http://sustainability.duke.edu/climate\\_action/ClimateActionPlan.php](http://sustainability.duke.edu/climate_action/ClimateActionPlan.php)

# 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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

"---" 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 OIE Advisory Committee will provide advice and feedback to the Office for Institutional Equity relative to its services, impact on the Duke community and how OIE might do its work more effectively. Committee members will serve as communicators for OIE's message, while keeping the office informed and aware of significant issues of employment policies and practices as they pertain to OIE's mission.

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

Cary Melvin, Chaplain Pastorial Services

Dorothy Taylor, Mgr., Neuroscience

Michael Snyder, Training Coord. FMD

Marcie Fuson, Comm.& Family Med.

Jon Gardner, Director, Duke Heart Center

Monica Taylor, Supvr., Education Services

Shane Donche, Cpt., Duke Police Dept.

Anita George, Mgr., HIM

Tawanda Lawson, Mgr., Financial Services

Juanita Wilson, HRMgr., DLAR

David Arrington, Public Policy

Bernie Stewart, Urology/PDC

Robert Hoover, HRMgr, Clinical Labs

Janice Powell, PRMO

Zoila Airall, Student Affairs

Lou Ann Martin-Rogers, Adm. Asst., Fuqua

Pam Spaulding, Mgr., IT Dept., Duke Press.

Lillian Guerrier, Hospital Ed. Dept

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

Leann Hinson, HR Dir., Administration  
Keith Daniels, Divinity School  
Claire Feldman Riordan, Dean of Students Office  
Valerie Johnson, Eye Center(Ch. Moran)  
Sam Miglarese, Community Affairs

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

<http://www.duke.edu/web/equity/AdvisoryCommittee.htm>

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

Yes

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

Under the auspices of the President, the Office for Institutional Equity provides institutional leadership in enhancing respectful, diverse and inclusive work and learning environments for the Duke Community. We provide a range of services that uphold values of equity and diversity, as well as support compliance efforts in the areas of equal opportunity, affirmative action and harassment prevention.

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

11

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

<http://www.duke.edu/web/equity/index.htm>

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

Yes

**Diversity coordinator's name :**

Judy Seidenstein

**Diversity coordinator's position title :**

Director - Diversity and Equity Programs

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

An environment characterized by exemplary academic performance and high levels of employee productivity requires an organizational culture that sets clear expectations, provides appropriate supports and engenders respect and dignity. Diversity of cultural background, national origin, ethnicity, gender, sexual orientation, age, etc. among our student body, workforce, patients and visitors provides an opportunity to continually accelerate productivity, human growth and ongoing learning.

The Director of Diversity & Equity Programs assists the Vice-President in developing, implementing and monitoring programs and processes that promote and sustain diversity, equity and respect throughout Duke University and the Duke University Health System.

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

<http://www.duke.edu/web/equity/Diversity.htm>

# Measuring Campus Diversity Culture

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

## **Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :**

Yes

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

Several recent initiatives have sought to assess campus attitudes towards diversity, culture and equity and utilize results to guide policy at Duke. Examples of these include:

Campus Culture Initiative - A diverse, inclusive and engaged community that affirms difference: That's the environment necessary for the transformative educational experience that Duke intends to provide, according to a report from the Campus Culture Initiative Steering Committee. The 24-member panel, which included faculty, administrators, undergraduate students, a graduate student and alumni, issued a report in 2007 outlining a series of actions intended to "engage difference more deeply and directly." According to the report, "We are proud of the increased diversity that Duke has achieved. An academic community must, however, consistently and constructively engage difference in order to reap its full benefits." From April 2006 through February 2007, the Committee was engaged in a thoughtful and comprehensive consideration of Duke's Campus Culture and ways to improve it. They examined issues, analyzed data and engaged in multiple conversations with individuals and groups across campus.

<http://www.dukenews.duke.edu/reports/ccireport.pdf>

Women's Initiative - Toward the end of her remarkable tour of duty as President of Duke, Nannerl O. Keohane commissioned a study known as the Women's Initiative. When the report was published in fall 2003, the Women's Initiative received extensive national attention both within universities and beyond, as it deserved to. A generation after the most overt forms of gender discrimination were

brought up for critique and revision in this country, subtler forces persist, impeding full equality of opportunity for women. Under President Keohane's leadership Duke undertook to assess the place we have come to in gender equality with unusual courage and candor.

The comprehensiveness of the Women's Initiative report remains its most striking feature. Rather than studying a single segment of the university community, a team of task forces considered the full set of women's experiences within the university: the lives of women faculty, staff, graduate students, undergraduates, and alumnae as well. Through this breadth of focus, the report was able to highlight issues that link the experience of women across categories, such as the critical role of mentorship. At the same time, the study noted that the most salient issues for women in the university are often specific to their position, so that a women's agenda needs to have many different parts. The relation of the tenure clock to family responsibilities is an issue for untenured women faculty members, but not for the tenured. Childcare is an issue for younger faculty, staff and some graduate students but not, with rare exceptions, for undergraduates. And the pressures on undergraduate women have their own character, which the report is careful to detail. (Latest status report 2005)

[http://web.duke.edu/womens\\_initiative/](http://web.duke.edu/womens_initiative/)

**Year the assessment was last administered :**

2007

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

Campus Culture Initiative -

The Steering Committee has worked over a nine-month period to engage in a thoughtful and collaborative conversation about the Duke community, to gain a richer understanding of campus culture, to identify areas of strength as well as areas where there are problems or issues, and to make recommendations for improvement. In this process, the Committee recognized the momentum and accomplishment of the University; it reaffirmed that much good can and should be said about the Duke community. At the same time, it came to better understand how Duke is experienced differentially by different members of its community, that there are often pressures for conformity which work against our institutional vision as an inclusive academic community, and that engaging the notion of “difference” more deeply and directly will enable the University to accelerate its rise to the top.

To address these challenges, the CCI Steering Committee identified six interconnected areas for focusing attention and making recommendations:

- Curriculum and Experiential Learning
- Faculty-Student Interaction
- Residential Life, Dining, and Social Life
- Alcohol
- Athletics
- Admissions

The Committee recognizes that stewardship of the Duke community must be a collaborative process involving all its members, and that this report and its recommendations will need to be discussed and refined on a variety of levels – by the University’s administration, faculty, students, and alumni. Indeed, the entire Duke community must take ownership and play a significant role in considering thoughtfully how best to enhance campus culture. The work ahead is to join together in this conversation with a sustained commitment to the University’s advancement. It is the hope of the Campus Culture Initiative Steering Committee that this report and its corresponding recommendations will promote important conversations, significantly help strengthen campus culture, and further advance Duke as an even greater and more excellent community of teaching and learning.

#### Women's Initiative –

Thanks to its comprehensiveness, the Women's Initiative has given Duke two valuable assets as we go forward. First, the report has provided us with a detailed checklist of problems and opportunities that we can monitor as we move on, work that the President's Commission on the Status of Women will oversee. Second, the large number of people who played active roles in this venture created a cadre of university citizens, of all ranks and ages, who understand the issues and are committed to constructive change.

The President's Commission on the Status of Women was established in the fall of 2003 to monitor implementation of Women's Initiative recommendations. It is the body charged with carrying forward this important work. Members are drawn from constituent groups -- undergraduates, graduate and professional students, faculty, employees, and alumnae. The President's Commission meets regularly throughout the academic year and produces a report to the President every summer (2003-2004, 2004-2005), as well as periodic updates by constituency.

[http://web.duke.edu/womens\\_initiative/docs/pcsw\\_2004-2005\\_annual\\_report.pdf](http://web.duke.edu/womens_initiative/docs/pcsw_2004-2005_annual_report.pdf)

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

<http://diversity.duke.edu/initiatives/>

# Support Programs for Underrepresented Groups

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

---

*"---" 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 :**

In order for students to embrace the diversity of the Duke campus and the world that surrounds them, they must first understand and embrace their own sense of identity.

The Division of Student Affairs recognizes this and features a variety of identity centers including the Women's Center, the Mary Lou Williams Center for Black Culture, the Center for Lesbian, Gay, Bisexual and Transgender Life, the Multicultural Center, the International House and a variety of religious communities.

We take great pride in supporting the 'Big-D' Duke community as well as the variety of sub-communities that comprise it. We are well aware, however, of the challenges associated with supporting numerous individual identity groups while fostering inter-group interaction and a collective Duke student identity. That said, through our approach at Duke, we can uniquely and simultaneously celebrate and advance student differences and commonalities.

The Division of Student Affairs is committed to exposing students to and engaging them in the spirit and practice of multiculturalism and inclusion so that we may prepare them for their future in this ever-changing landscape of people, places and ideas. Through our efforts, we will promote cultural diversity through collaborative student-initiated events, faculty and staff led dialogue, social interaction and experiential learning.

<http://diversity.duke.edu/atduke/centers.php>

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

Commitment to faculty diversity -

In the provost's office, Dr. Nancy Allen serves as vice provost for faculty diversity and faculty development to track diversity issues. Jacqueline Looney, senior associate dean of the Graduate School, oversees black faculty diversity and development as associate vice provost for academic diversity.

Allen is chair of the Faculty Diversity Standing Committee, comprised of faculty and administrators from the university and medical campuses. A result of the work of both the Women's Initiative and the Task Force on Faculty Diversity, the committee oversees the Faculty Diversity Plan and compiles and analyzes data annually on recruitment, retention and promotions. Committee members serve three-year terms.

In addition to Allen, members include:

Term ending August 31, 2008

April Brown, Engineering

John Clum, Theater Studies

Gregson Davis, Dean, Humanities

Kenneth Kruezer, Biochemistry

William "Monty" Reichert, Biomedical Engineering

Laura Svetkey, Medicine

Term ending August 31, 2009

Sherman James, Public Policy Studies

Term ending August 31, 2010

Ann Brown, Endocrinology

Calvin Howell, Physics

Wagner Kamakura, Fuqua School of Business

Keith Whitfield, Psychology

Ex-Officio

Peter Lange, Provost

Ben Reese, Office for Institutional Equity

Jacqueline Looney, Associate Vice Provost for Academic Diversity

Faculty Mentoring Initiative

Mentoring is a critical component of supporting a diverse faculty. Launched in 2006, this initiative enumerates best practices for mentoring new and junior faculty. Department chairs and deans are expected to meet individually with junior faculty on an annual basis. Regular discussions concerning mentoring occur in departmental meetings and at Deans' Cabinet. Exit interviews of departing regular rank faculty include inquiry about the adequacy of mentoring during the faculty member's time at Duke.

<http://diversity.duke.edu/initiatives/faculty.php>

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

Duke has a long-standing commitment to increasing the diversity in all parts of the university community – faculty, staff and student body.

Among the goals of its ongoing efforts:

- \* Increase minority student enrollment and recruit and retain diverse faculty and staff.
- \* Provide minority students, faculty and staff with the necessary support to succeed.
- \* Promote an academic and social environment where diversity can flourish.

As Duke grows more diverse, creating a climate of respect and inclusiveness for all is more important than ever. Complying with applicable employment laws is just the first step. Recognizing and appreciating the value of diversity and cross-cultural understanding is critical to Duke's mission of achieving "the best effort of all who are associated with the university."

The Diversity & Equity Program offers consultation and training designed to assist staff in deepening diversity awareness, enhancing skill development, and providing information related to a broad range of diversity topics, cross-cultural understanding, and institutional equity.

Services:

- \* Explore how diversity and inclusion can be integrated into existing performance tools such as the Balanced Scorecard, Six Sigma and Pay & Performance.
- \* Integrate diversity measures into performance review and goal setting practices.
- \* Design, facilitate and counsel an employee work group to support diversity awareness and education within the department.
- \* Facilitate workshops, retreats, and discussions related to diversity and inclusion.
- \* Identify and award Duke employees and teams who demonstrate leadership in the area of diversity & inclusion with a Semi annual EDI Award. (Equity, Diversity & Inclusion).

<http://www.duke.edu/web/equity/index.htm>

[http://web.duke.edu/womens\\_initiative/exec.htm](http://web.duke.edu/womens_initiative/exec.htm)

<http://diversity.duhs.duke.edu/>

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

<http://diversity.duke.edu/>

# Support Programs for Future Faculty

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

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

Faculty Mentoring Initiative - Mentoring is a critical component of supporting a diverse faculty. Launched in 2006, this initiative enumerates best practices for mentoring new and junior faculty. Department chairs and deans are expected to meet individually with junior faculty on an annual basis. Regular discussions concerning mentoring occur in departmental meetings and at Deans' Cabinet. Exit interviews of departing regular rank faculty include inquiry about the adequacy of mentoring during the faculty member's time at Duke.

Development of Future Faculty Special Interest Group (SIG) - administered by Hugh Crumley - Duke University, Instructional Technology Specialist, Adjunct Assistant Professor of Education, Center for Instructional Technology

This is a new SIG in the professional organization the Society for Information Technology & Teacher Education (SITE.) This SIG is for professionals and graduate students who are interested in technology and the development of future instructors in higher education. This includes graduate students who plan to go on to faculty careers in higher education in disciplines including, but not limited to, education and the faculty who work with those graduate students.

<http://cit.duke.edu/services/grad/index.html>

Other examples of programs across Duke –

Down to Earth Dinner Series - Making Community Connections, Multicultural Center - Down to Earth is a dinner series where students can learn from the diverse experiences and research of staff and faculty in a relaxed environment.

- \* Connect with more people who are here to support you
- \* Explore your own identity and experiences with others
- \* Learn about subjects outside your major
- \* Develop relationships with potential mentors
- \* Start making connections...

<http://www.studentaffairs.duke.edu/mcc/programs-services/down-earth-dinner-series>

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

<http://diversity.duke.edu/initiatives/faculty.php>

# Affordability and Access Programs

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

*"---" 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 :**

---

**A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :**

Duke's Financial aid initiative

As part of our ongoing commitment to make high-quality undergraduate education more affordable, Duke announced in December 2007 a series of enhancements to its need-based undergraduate financial aid program that took effect in the 2008-09 academic year. These enhancements include

- \* eliminating the parental contribution for families with incomes less than \$60,000;
- \* eliminating loans for families with incomes less than \$40,000;
- \* reducing loans for students from families with incomes up to \$100,000; and
- \* capping loans for eligible families with incomes above \$100,000.

“The strength of the University depends on its ability to select and recruit students on the grounds of ability, dedication and promise, not on a family’s financial circumstances,” said President Richard H. Brodhead, who in his 2004 inaugural speech identified increasing the University’s endowment for financial aid as one of his highest priorities. “We have deliberately focused these new investments on relieving the burden not only for parents with incomes below the national median but for students from middle-income families as well.”

Duke’s current budget includes \$86 million -- a 19 percent increase from the 2007-08 budget -- to support Duke’s undergraduate financial aid program and fund these enhancements. About 45 percent of undergraduates receive financial support to attend Duke; about 40 percent receive need-based aid.

#### Duke Financial Aid Policies and Procedures Guiding Principles

Duke University views its financial aid program as an investment in students and their futures. We seek a diverse student body and are committed to ensuring that aided students can take full advantage of the Duke experience. To that end, Duke admits U.S. citizens, permanent residents and a limited number of foreign students without regard to financial circumstance or aid eligibility and meets 100 percent of each admitted student's demonstrated need throughout their nine semesters of potential undergraduate enrollment.

Duke, like many similar institutions, uses the 568 Presidents' Group Consensus Approach to Needs Analysis to determine each student's family contribution. This formula, whose guiding principles are articulated under Bulletin Board/Tips on this page, is designed to ensure that families with similar circumstances contribute similar amounts while families with different financial circumstances contribute proportionally different amounts toward a student's annual attendance costs. Duke does not "negotiate" financial aid, but does consider extenuating circumstances that may affect a family's ability to support educational expenses. Applicants are encouraged to submit dollar-specific details relative to any extenuating or unusual circumstances that affect their ability to support educational expenses.

In addition to need-based scholarships, grants and loans, merit scholarships are integral to Duke's financial aid program. Although all merit scholarships are awarded at the time of admission on the basis of academic distinction, other factors such as leadership, musical talent and other unique characteristics are considered. Several of these programs are awarded without regard to a student's demonstrated need. Recipients who meet the specified academic standards will retain their merit scholarship for the four years they are enrolled at Duke. Applicants for admission are considered for all available merit scholarships. No specific scholarship application is available or required.

#### **A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :**

---

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

---

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

---

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

## education experience :

---

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

Excerpt from the current Duke Strategic Plan –  
Chapter 3 - Duke's Enduring Themes - Affordability and access

Duke's historic commitment to affordability and access was built on the fundamental principle of justice, on our belief that access to higher education - and thereby worldly success - should be available to all, not simply to those who can pay. But in modern America, qualification for college admission has had a high correlation with family income, and the premier private universities tend to recruit classes substantially tipped toward upper income sectors. Universities alone, of course, cannot affect or right every cause contributing to the unequal preparation of the young. But just for that reason, we have a special obligation to do what we can, and assuming the share of costs that a family cannot afford to pay is our way of assuring that we recruit students on the grounds of ability, dedication, and promise alone, not of family circumstance. Moreover, society has a profound self-interest in seeing that those with talent have access to quality education. We tend to take for granted the dynamism that makes our economy and culture develop wealth and an envied quality of life, but there is no reason to believe these things are self-sustaining. They are driven by human intelligence and creativity, and for renewal, these resources need cultivation and investment. Making sure that those gifted with these traits get the education that will allow them to give the greatest return on their talents is the best way to provide for this social good. It is safe to say that the talent upon which we will someday want to draw is not confined to a single social origin or band of income.

Duke's commitment to financial aid and need-blind admission is the investment we make to produce the trained talent our future world will require - and when we think of graduate and professional schools, this means the talent that will keep our own fields strong and strongly advancing. Some 45% of all Duke undergraduates receive aid from the University. To meet the challenge to be able to ensure that we select and recruit students on the grounds of ability, dedication and promise alone, we have recently engaged in a \$300 million Financial Aid initiative to strengthen Duke's financial aid endowment. We have dedicated our institutional resources to financial aid over time, and launched this focused and substantial fundraising effort, not only because of our responsibility to nurture talent for the good of society at large, but also because we believe that when we enable students to come to Duke from other income groups, other regions, other countries, we create a better experience not just for them but for every member of our common community.

\* We must provide increased support to ensure broader access to our undergraduate, graduate, and professional schools.

\* We must increase support for professional students committed to less remunerative careers.

<http://stratplan.duke.edu/ch03/7.html#afford>

### Graduate Student Affairs - Diversity Initiatives

The Graduate School has a long-standing commitment to increasing the diversity and quality of its graduate student body. Our primary goals are to increase enrollment of students from traditionally underrepresented groups, to provide students with sufficient funding to complete their graduate studies in a timely manner, and to promote an academic and social environment where these scholars can flourish. Targeted recruiting strategies (including undergraduate research opportunities like the Summer Research Opportunity Program (SROP) that give potential students a taste of the graduate student experience) are vital to these efforts, and the involvement of Duke's graduate faculty is central to these strategies.

### Recruitment

A key mission of the Office of Graduate Student Affairs is to coordinate, supplement, and expand the recruiting efforts of graduate

departments and programs. Each year GSA participates in recruitment fairs across the country that enable us to meet potential graduate students and to answer any questions they might have about Duke's graduate programs. GSA coordinates with other nearby schools to bring talented undergraduates from across the country to visit our campuses. Activities during these visits typically include seminars on graduate admissions and financial aid, panel discussions with faculty and graduate students, departmental visitations, and informal gatherings.

Other mechanisms the Graduate School employs in the recruitment of students from traditionally underrepresented groups include participation in national consortia designed to promote diversity in graduate education; targeted faculty recruitment visits to colleges and universities; and the development of external and institutional funding to support summer research opportunities for undergraduates.

#### Retention

GSA provides general counseling for students from traditionally underrepresented groups, develops programs to enhance their participation in graduate student life, and helps students to identify external sources of funding. The office also provides recruitment, retention, and completion data and helps to initiate various summer research opportunities that identify potential graduate students early in their college careers.

<http://gradschool.duke.edu/gsa/programs/diversity.php>

#### **A brief description of the institution's other admissions policies and programs :**

---

#### **A brief description of the institution's other financial aid policies or programs :**

---

#### **A brief description of the institution's other policies and programs not covered above :**

---

#### **The website URL where information about programs in each of the areas listed above is available :**

<http://dukefinancialaid.duke.edu/>

# Gender Neutral Housing

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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)? :**

Yes

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

Gender-neutral housing will be an opt-in program on Central Campus and male and female students will be able to live in the same apartment. Students who choose gender-neutral housing will be placed in the same housing lottery as other students.

Coed housing at Duke is defined as males living next to females with single-gender bathrooms. This will be put into place as a small, opt-in residential program, similar to the Wellness Community or the East Meets West program. This means male and female students will be allowed to block together and live in the same hall.

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

<http://www.chronicle.duke.edu/article/group-approves-gender-neutral-and-coed-housing>

# Employee Training Opportunities

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Duke has a long-standing commitment to increasing the diversity in all parts of the university community – faculty, staff and student body. Among the goals of its ongoing efforts:

- \* Increase minority student enrollment and recruit and retain diverse faculty and staff.
- \* Provide minority students, faculty and staff with the necessary support to succeed.
- \* Promote an academic and social environment where diversity can flourish.

The Diversity & Equity Program offers consultation and training designed to assist staff in deepening diversity awareness, enhancing skill development, and providing information related to a broad range of diversity topics, cross-cultural understanding, and institutional equity.

Services:

- \* Explore how diversity and inclusion can be integrated into existing performance tools such as the Balanced Scorecard, Six Sigma and Pay & Performance.
- \* Integrate diversity measures into performance review and goal setting practices.
- \* Design, facilitate and counsel an employee work group to support diversity awareness and education within the department.
- \* Facilitate workshops, retreats, and discussions related to diversity and inclusion.
- \* Identify and award Duke employees and teams who demonstrate leadership in the area of diversity & inclusion with a Semiannual EDI Award. (Equity, Diversity & Inclusion).

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

<http://www.duke.edu/web/equity/>

# Student Training Opportunities

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

In order for students to embrace the diversity of the Duke campus and the world that surrounds them, they must first understand and embrace their own sense of identity.

The Division of Student Affairs recognizes this and features a variety of identity centers including the Women's Center, the Mary Lou Williams Center for Black Culture, the Center for Lesbian, Gay, Bisexual and Transgender Life, the Multicultural Center, the International House and a variety of religious communities.

We take great pride in supporting the 'Big-D' Duke community as well as the variety of sub-communities that comprise it. We are well aware, however, of the challenges associated with supporting numerous individual identity groups while fostering inter-group interaction and a collective Duke student identity. That said, through our approach at Duke, we can uniquely and simultaneously celebrate and advance student differences and commonalities.

The Division of Student Affairs is committed to exposing students to and engaging them in the spirit and practice of multiculturalism and inclusion so that we may prepare them for their future in this ever-changing landscape of people, places and ideas. Through our efforts, we will promote cultural diversity through collaborative student-initiated events, faculty and staff led dialogue, social interaction and experiential learning.

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

<http://diversity.duke.edu/atduke/centers.php>

# 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

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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) :**

28273

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

28273

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

In 2004, Duke implemented a starting pay range of \$10 per hour was based on creating a standard for regular employment at Duke that exceeds the federal minimum wage and the poverty guidelines for a family of four. In 2007, Duke University also required contracted food service vendors to offer full-time employees at least \$10 per hour and basic health care coverage similar to what Duke offers its own employees.

In 2008, the starting pay range moved to \$10.70. Taken together with benefits, Duke's total compensation package compares very favorably to most competitors and peer institutions. Duke reviews its pay ranges annually to ensure competitive compensation.

<http://news.duke.edu/2005/02/wageadjust.html>

[http://www.dukenews.duke.edu/2007/04/contract\\_pay.html](http://www.dukenews.duke.edu/2007/04/contract_pay.html)

<http://web.duke.edu/policies/financial/risk/vendor.php>

Employees can also receive up to \$5,250 in reimbursement of tuition for classes taken at Duke or any other higher educational institution accredited by the Southern Association of Colleges and Schools with a physical presence in North Carolina.

<http://news.duke.edu/2010/03/economymessage.html>

“...we have directed our compensation to those at the low and middle ends of our salary spectrum, recognizing they face particular challenges in these economic times. This year's \$1,000 supplement will benefit a significant majority of our employees.” President Richard Brodhead

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

2010

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

[http://www.hr.duke.edu/policies/pay\\_administration/pay\\_administration/index.php](http://www.hr.duke.edu/policies/pay_administration/pay_administration/index.php)

# Employee Satisfaction Evaluation

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

---

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

## Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

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

Duke participates in two primary efforts to better understand the work environment and employee satisfaction. Additional information about these surveys is offered below.

The Chronicle of Higher Education's "Great Colleges to Work For" Program: For the last three years, Duke University has participated in The Chronicle of Higher Education's "Great Colleges to Work For" program, a study designed to recognize institutions that have built great work environments. Part of the program involves a survey distributed to a sample of each institution's full-time faculty, administrators and professional staff. The survey is administered by ModernThink, a consulting firm conducting the survey on behalf of The Chronicle of Higher Education, to ensure the confidentiality of responses. It assesses several categories, including job satisfaction/support, career development, research & scholarship, communication, supervisor relationship, and participation in college governance. Duke has been recognized each of the three years as one of the "Great Colleges to Work For," including being named to the honor roll in 2009.

Duke University Health System's Work Culture Survey: Duke University Health System offered its first Work Culture Survey in 1999 to determine how staff ranked the workplace in terms of communication, teamwork, and recognition. The results of the survey led to many new programs and enhancements. Today, the Work Culture Survey is conducted on an annual basis to assess the progress made since the previous survey and identify needs for strengthening the DUHS work culture. Work culture committees have been developed to include a cross-section of employees and managers to identify and implement programs to improve the work environment. The survey has been an effective tool for monitoring and sustaining progress in improving the work environment and employee satisfaction at Duke University Health System.

The Chronicle of Higher Education's "Great Colleges to Work For" Program:

[http://www.hr.duke.edu/news/items/2010\\_07\\_26Great\\_college\\_work\\_2010.php](http://www.hr.duke.edu/news/items/2010_07_26Great_college_work_2010.php)

[http://chroniclegreatcolleges.com/component/option,com\\_frontpage/Itemid,1/](http://chroniclegreatcolleges.com/component/option,com_frontpage/Itemid,1/)

Duke University Health System's Work Culture Survey:

<http://insidedukemedicine.org/announcements/work-culture-survey-for-duhs/>

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

2010

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

---

# Staff Professional Development in Sustainability

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
  - The opportunity to participate in an institutional sustainability committee or group
- 

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

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

Yes

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

Sustainable Duke facilitates a quarterly staff training through Learning & Organization Development in Human Resources at Duke. This training is open to all staff members at Duke and focuses on understanding sustainability, learning about existing sustainability efforts at Duke, and professional development for staff members that will assist them in taking action to create a more sustainable workplace.

Below is a description of the workshop content:

Leading for Environmental Sustainability - Would you like to become a more sustainable staff member and help reduce the environmental impact of your workplace? This 2 hour workshop will provide you with the materials and skills necessary to “green” your office. Sustainability is an expanding field and a serious commitment at Duke. Becoming the sustainability expert in your office provides a competitive advantage in the workplace while helping the planet. In the workshop we will cover:

- Sustainability efforts at Duke University
- Personal changes you can make to reduce your environmental footprint at work
- Starting and leading a green team
- Performing an environmental audit of your workplace
- Resources provided by Sustainable Duke to assist you in office greening

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

<http://sustainability.duke.edu/action/greenworkplace/staffworkshop.html>

# Sustainability in New Employee Orientation

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

---

*"---" 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 :**

Duke's Sustainability Outreach Coordinator attends every new staff orientation (which usually occur twice monthly) to educate each of the 50 staff in attendance about sustainability efforts on campus. The Outreach Coordinator gives a five minute talk to attendees covering Duke's Climate Action Plan, the environmental impact of staff members in areas like energy and transportation, and ways to get involved with Sustainable Duke. The Outreach Coordinator describes programs such as the monthly Green Devil Challenge, which guides staff members in reducing their carbon footprint and tools like Duke's Individual Carbon Calculator, which can help staff track reductions in their carbon footprint. The Outreach Coordinator is also present at a table throughout the 3 hour orientation with a sign-up sheet for the Sustainable Duke pledge, information about alternative commuting benefits and a half-sheet with tips for being a more sustainable staff member. Additionally, Duke's Transportation Demand Management coordinator talks for several minutes to the group and is also present at a table to help new staff find alternative ways to get to campus rather than driving by themselves. The TDM coordinator discusses benefits and incentives for taking the bus, biking/walking, carpooling, and vanpooling and talks with individuals about the options that are available to them.

### **The website URL for the information about sustainability in new employee orientation :**

---

# Employee Sustainability Educators Program

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

## Total number of people employed by the institution :

28273

## Program name (1st program) :

Office Green Teams

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

482

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

Employee educators are self-identified when they elect to form or join a green team for their office. Sustainable Duke requests that all staff green teams register with the sustainability office, allowing for the sustainability office to track and communicate with all green teams on campus.

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

Each green team that registers with Sustainable Duke is heavily encouraged to schedule a training for its staff members with the Education and Outreach Coordinator. These trainings include information regarding current sustainability efforts at Duke (including climate neutrality efforts), personal actions that staff members can take to reduce their environmental footprint at work and ideas for green team projects. The Education and Outreach Coordinator discusses current efforts of the green team and potential project ideas with the staff to ensure that the group is effective and contributes to Duke's sustainability objectives.

Additionally, Sustainable Duke facilitates a formal quarterly staff training through Learning & Organization Development in Human Resources at Duke. This training is open to all staff members at Duke and focuses on understanding sustainability, learning about existing sustainability efforts at Duke, and professional development for staff members that will assist them in taking action to create a more sustainable workplace. Green team leaders and members are encouraged to attend this training.

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

The Education and Outreach Coordinator in the sustainability office runs a quarterly staff sustainability training that is two hours in duration. Additionally, they provide presentations to individual offices on campus that are working to become more sustainable. The Education and Outreach Coordinator also communicates with leaders of green teams regularly via e-mail and telephone in order to provide resources, advice, and assistance with green team projects.

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

<http://sustainability.duke.edu/action/greenteam/index.html>

**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) :**

---

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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

#### Duke Child Care Partnership

Parents who work at Duke University and Health System have greater access to quality child care through the Duke Child Care Partnership. Between 2003 and 2008 Duke provided nearly \$1 million in grants to area child care centers for improving the quality of child care or expanding space for infants and toddlers. This program was originally developed between Duke and Child Care Services Association (CCSA) to address the shortage of high quality child care in our community in a manner which benefits both Duke families and the broader community. Since its inception over 800 new 4 and 5 star spaces have been created and over 400 Duke families currently have a child enrolled at a participating center.

Today, Duke Partnership Centers offer priority placement to Duke faculty, staff and students, in exchange for membership in the partnership and listing on Duke's website. Partnership centers must maintain a four or five star license and be in good standing with the state of North Carolina and the Child Care Services Association.

<http://www.hr.duke.edu/benefits/family/care/dccp/index.php>

#### Duke Children's Campus

The Duke Children's Campus is a five star rated child care center located on campus for the exclusive use of Duke faculty, staff and employees who are benefit-eligible. There are also a limited number of slots open to Duke graduate students. Families earning less than \$75,000 per year may be eligible for child care tuition assistance programs available through their county of residence, the state of North Carolina or Duke.

<http://www.hr.duke.edu/benefits/family/care/dcc/index.php>

<http://www.hr.duke.edu/benefits/family/care/dcc/assistance.php>

Dependent Care Reimbursement Account - Duke offers you a Dependent Care Reimbursement Account to help you take advantage of tax savings on eligible dependent care expenses.

<http://www.hr.duke.edu/benefits/medical/reimbursement/dependent/index.php>

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

<http://www.hr.duke.edu/benefits/family/care/index.php>

# Employee Wellness Program

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

LIVE FOR LIFE, Duke's employee wellness program, offers a variety of programs and services, such as health assessments and education, smoking cessation programs, fitness activities and nutrition activities, to help eligible faculty, staff and family members reach their health and fitness goals.

LIVE FOR LIFE's mission at Duke University is to support the goal of the Office of Human Resources in 1) providing programs and services to help Duke's people successfully accomplish the organization's missions, and 2) assist and support Duke's manager's in recruiting and retaining top-quality, diverse and healthy staff and to help develop an effective, productive workforce. 3) LIVE FOR LIFE will also promote a work culture and environment that supports healthy and safe behaviors/lifestyles.

<http://www.hr.duke.edu/about/departments/liveforlife/index.php>

Personal Assistance Service - Personal Assistance Service is the faculty and employee assistance program of Duke University. The staff of licensed professionals offers assessment, short-term counseling, and referrals to help resolve a range of personal, work, and family problems. PAS services are available free of charge to Duke faculty and staff, and their immediate family members.

<http://www.hr.duke.edu/pas/>

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

<http://www.hr.duke.edu/benefits/wellness/index.php>

# Socially Responsible Retirement Plan

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

"---" 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 :**

Two of Duke's retirement vendors, Valic and TIAA-CREF, offer mutual fund options specifically designated as "socially conscious" funds. Faculty and staff can designate investments in their retirement accounts to any of four different socially conscious options, including: Social Choice (TIAA-CREF), Social Choice Equity (TIAA-CREF), Global Social Awareness Fund (Valic), or the Socially Responsible Fund (Valic).

These funds and the "Social Conscious" mutual fund class designation can be found in the respective vendor prospectus or the spreadsheet for the latest investment performance available at the following website:

<http://www.hr.duke.edu/benefits/retirement/performance/index.php>

### **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

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

*"---" 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?

:

Yes

## 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 :

In 2004, the Duke Board of Trustees approved the Guideline for the University on Socially Responsible Investing. Recognizing the need for a mechanism to assist the President on making recommendations to the BOT on this issue, two committees were created, the President's Special Committee on Investment Responsibility (PSC) and the Advisory Committee on Investment Responsibility (ACIR).

The PSC considers proposals from the University community relating to investment responsibility concerns and determines if there are credible allegations of substantial social injury. If the PSC agrees an issue requires further investigation, it will be referred to the ACIR for further review. The ACIR examines the issue and determines whether to propose to the President a course of action by the BOT. The President has the option to take the recommendation to the BOT or provide a written explanation to the ACIR on why their recommendation was not accepted. The President's Office presents an annual report to the Duke Community on the work of the PSC, ACIR and the President's and BOT responses.

When the University community has engaged in substantive discourse on an issue and expressed broad concern that a substantive social injury is being caused by such policies or practices, the President may make a recommendation to the BOT. Where the BOT agrees, it may instruct the Duke University Mgt. Company (DUMAC) to take appropriate action, including the exercise of the University's

practicable shareholder rights to seek modification of the company's activities to eliminate or reduce the injury, using such means as –

- Direct correspondence with management
- Proxy votes
- Sponsoring shareholder resolutions

In cases where these actions do not impact the company's actions, the BOT can also instruct DUMAC to divest the securities in question within a reasonable time period.

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

The PSC is composed of the Provost and the Executive Vice President (or their delegates); the Dean of the one of the professional schools; the chair of ECAC or faculty member designated by ECAC; and a young trustee designated by the BOT. The PSC chair is appointed by the President.

The ACIR has nine voting members: one undergraduate and one graduate or professional student elected respectively by the Duke student government and graduate and professional student council; one alumnus elected by the Duke University alumni association; two faculty members elected by the academic council; the university counsel or his or her delegate; the deputy treasurer or his or her delegate; and two administrative appointees chosen by the president. The members are appointed for at least two years and may be reappointed, serving until their successors take office. The president appoints the chair from among the voting members.

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

---

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

[http://sustainability.duke.edu/campus\\_initiatives/investment/index.html](http://sustainability.duke.edu/campus_initiatives/investment/index.html)

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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? :**

No

**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? :**

No

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

Yes

**A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :**

Duke has screened out companies in our separate accounts (as opposed to commingled fund investments) that are “Worst Offenders” in Sudan according to the Genocide Intervention Network.

**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 :**

---

# Positive Sustainability Investments

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :**

5700000000 US/Canadian \$

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

150000000 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) :**

5000000 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 :**

Environmentally sustainable investments include, but are not limited to:

- Greenhouse gas capture and carbon credit generation (coal mine methane and landfill gas capture)
- Alternative energy sources (wind, hydro, biofuels, geothermal, solar, fuel cells)
- “Smart Grid” technologies (energy consumption management software and solutions)
- Recycling (soils, metals, rubber, biomass)
- Consumer products (organic foods, recycling incentives, packaging, automobiles)

Duke University has committed to deposit up to \$5 million in the Latino Community Credit Union (LCCU) over the next five years. The investment will guarantee affordable financial services for low-income individuals in Durham who find it difficult to obtain loans and mortgages through conventional lending sources because they lack credit history. The money, which will be deposited in million-dollar increments, could provide funding for as much as 50 mortgages, or about 200 people. LCCU will dedicate the funds for low-income consumer and mortgage lending in Durham County, which is home to more than half of Duke’s work force.

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

[http://sustainability.duke.edu/campus\\_initiatives/investment/index.html](http://sustainability.duke.edu/campus_initiatives/investment/index.html)

# Student-Managed Sustainable Investment Fund

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

---

# Sustainable Investment Policy

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

*"---" 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 :**

Guideline on Socially Responsible Investing:

To fulfill its educational and humanitarian purposes, Duke University must manage its investment assets wisely. Thus the primary fiduciary responsibility of the Board of Trustees in overseeing the management of the University's investment assets must be to maximize the financial return on those resources, taking into account the amount of risk appropriate for the University.

At the same time, the University wishes to be a good corporate citizen and a responsible and ethical investor. The authority of its Board of Trustees to take ethical factors into account when setting investment policies and practices derives from the very stewardship responsibilities which attend the ownership of endowment securities. We recognize that sometimes a corporation's policies or practices can cause substantial social injury -- that they may have a gravely injurious impact on employees, consumers, and/or other individuals or groups that results from specific actions by a company. For example, corporate actions may violate domestic or international laws intended to protect individuals and/or groups against deprivation of health, safety, or civil, political, and human rights.

Thus for investments not governed by the Employee Retirement Income Security Act (ERISA), when the Board of Trustees judges that corporate policies or practices cause substantial social injury, it will give weight to this factor in investment practices related to corporate securities.

Actions the University takes may or may not materially affect an offending corporation, but such actions may have significant symbolic value. When the University community has engaged in substantive discourse on an issue and expressed broad concern that substantial social injury is being caused by such policies or practices, either the president and senior officers or members of the University community may ask the University Priorities Committee (UPC) to examine it in depth. Upon receiving a recommendation from the UPC, the president and senior officers, if they concur, will forward that recommendation to the Board of Trustees.

Where the Board of Trustees finds that a company's activities or policies cause substantial social injury, and that a desired change in the company's activities would have a direct and material effect in alleviating such injury, it may instruct the Duke University Management Company (DUMAC) to take appropriate action, including the exercise of the University's practicable shareholder rights to seek modification of the company's activities to eliminate or reduce the injury, using such means as

- a) direct correspondence with management
- b) proxy votes
- c) sponsoring shareholder resolutions.

If the Board of Trustees further concludes that the company has been afforded reasonable opportunity to alter its activities, and that divestment will not impair the capacity of the University to carry out its educational mission (for example, by causing significant adverse action on the part of governmental agencies), then it may instruct DUMAC and its managers to divest the securities in question within a reasonable period of time.

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

[http://today.duke.edu/2004/02/investing\\_0204.html](http://today.duke.edu/2004/02/investing_0204.html)

## Investment Disclosure

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

**Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :**

No

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

---

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

---

# 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

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

*"---" 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 :

Duke is committed to enhancing and drawing from the communities of which it is a member. The Office of Durham and Regional Affairs administers Duke University's relations with Durham and the Research Triangle region, including but not limited to local government, the Research Triangle Park, Durham public schools, and area colleges and universities. By strengthening partnerships with area organizations and businesses, the Office seeks to accelerate the economic renewal in downtown Durham and to help ensure future innovation and growth in the region. The Office oversees the activities of the Office of Community Affairs and its Duke-Durham Neighborhood Partnership.

Three high-priority challenges identified for Duke, all of which contribute to sustainability objectives, are:

Priority One: Economic development and revitalization in downtown Durham, areas near the campus, and areas near the downtown periphery.

Priority Two: Disconnected youth: Poverty, unemployment, and dropout rates among Durham youth aged 16-24 are the highest in the Triangle region.

Priority Three: Durham Public Schools: Challenges include student and school performance, end-of-grade test scores, drop-out rates, teacher turnover, and lack of resources to support the growing Spanish-speaking population within the schools.

Additionally, Duke University's Office of Community Affairs directly coordinates the Duke-Durham Neighborhood Partnership. The Partnership, which was formed in 1996, works to improve quality of life and educational achievement in the 12 neighborhoods closest to campus.

There are also several student-run initiatives that are promoting sustainability and environmental education in the community surrounding Duke. For instance, Wilderness Outdoor Opportunities for Durham Students (WOODS) is a program that is run by Duke students promoting nature and environmental experiential education in the Durham area. The goal of WOODS is not only to educate the children they work with, but to help them gain a sense of self-worth and build their self-esteem. Aspects of ecology, the environment, and basic

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

natural principles are taught through team building exercises, games, and spending time outdoors.

Duke also organizes, promotes and participates in countless other community events that contribute to sustainability. For instance, at least twice a year Duke organizes and promotes e-waste recycling days at several locations within the triangle area, where community members can drop off e-waste items to be properly recycled.

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

<https://community.duke.edu/index.php>

# Inter-Campus Collaboration on Sustainability

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

---

*"---" 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 :

### Presentations

- 2010 AASHE Conference Presentation, Casey Roe –“Doing More with Less: Tapping Campus Partnerships and Online Resources”, Denver, CO, October 2010.
- 2010 AASHE Conference Presentation, Casey Roe—“Measuring and managing sustainability using SAS at Duke University”, Denver, CO, October 2010.
- 2010 Ivy Plus Sustainability Meeting, Casey Roe—“ Green Marketing and Outreach in Athletics”, Philadelphia, PA, April 2010.
- 2010 AASHE Conference Presentation, Heather Hosterman – “Local Carbon Offset Projects lessons from Duke University”, Denver, CO, October 2010.
- The Duke Endowment, Tatjana Vujic & Heather Hosterman – “The Duke Endowment Campus Sustainability Summit” (an update on the offset initiative with a focus on energy), Davidson College, Davidson, NC, September 14-15, 2010.
- Climate Action Reserve: Special Topics Series, Tatjana Vujic & Heather Hosterman – “The Duke Carbon Offsets Initiative”, webinar, August 26, 2010.
- Nicholas School Board, Heather Hosterman – “GHG Inventory & Carbon Offset Feasibility for Duke University”, Charlotte, NC, November, 2008.
- The Duke Endowment, Heather Hosterman – “GHG Inventory & Carbon Offset Feasibility for Duke University”, Charlotte, NC, October, 2008.
- 2009 NACUBO Annual Meeting Presentation, Tavey Capps – “Building Sustainability in the Southeast – Duke’s Climate Action Plan”.
- 2009 Southern SCUP Conference Presentation, Tavey Capps – “A Commitment for the Next Century: Duke University and the Climate Change Initiative”.
- 2009 Greening of the Campus Conference Presentation, Tavey Capps – “Leveraging Diverse Campus Sustainability Staff for Greater Success”.
- 2010 Smart and Sustainable Campus Conference Plenary Session, Tavey Capps – “The Rewarding, Bold and Sometimes Bumpy Road to Climate Neutral”.

-2010 Smart Sustainable Campus Conference Presentation, Tavey Capps – “Change Behavior – Change Climate: Effective Transportation Demand Management Strategies in Reducing Campus Carbon Emissions”.

#### Documents

-National Wildlife Federation Campus Ecology Case Study—“DukeEngage Carbon Offsets Pilot Project at Duke University”

-2010 AASHE Case Study—“DukeEngage Carbon Offsets Pilot Project at Duke University”

-US EPA, Duke University, Environmental Defense Fund—“Facilitating Carbon Offset Projects on North Carolina Swine Farms to Encourage Greenhouse Gas Emission and Other Pollution Reductions” (see

<http://sustainability.duke.edu/documents/dukeoffsets.pdf>

)

-Sustainable Duke & Nicholas Institute – “The Role of Offsets in Meeting Duke University’s Commitment to ‘Climate Neutrality’: A Feasibility Study”, November 2008 (see

<http://sustainability.duke.edu/images/OffsetsFeasibilityStudy.png>

)

-Swine Carbon Offset Estimator (see

[http://sustainability.duke.edu/carbon\\_offsets/swine.php](http://sustainability.duke.edu/carbon_offsets/swine.php)

)

-“Growing Green: Becoming a Carbon Neutral Campus”, October 2009 (see

[http://sustainability.duke.edu/climate\\_action/Duke%20Climate%20Action%20Plan.pdf](http://sustainability.duke.edu/climate_action/Duke%20Climate%20Action%20Plan.pdf)

)

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

-Ivy Plus sustainability group

-Southeast Sustainability Network

-Association for the Advancement of Sustainability in Higher Education

-The Duke Endowment (partnership on sustainability with Davidson College, Johnson C. Smith University, & Furman University)

-Triangle Area Sustainability Coordinators group

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

The sustainability staff at Duke University collaborate regularly with other campuses to advance sustainability in higher education as a whole. We regularly participate in and contribute to discussions and questions on the Green Schools listserv. We take part in monthly calls focused on sustainability with the Ivy Plus schools and with the SE Sustainability Network Schools, as well as a call for staff members who run Eco-Reps programs at their universities.

Additionally, our sustainability director meets with the directors from Raleigh-Durham area cities and universities monthly and our sustainability outreach coordinator meets with peer outreach coordinators from UNC-Chapel Hill and North Carolina State University on a monthly basis.

We also organize and coordinate events with other schools on an ad-hoc basis. For instance, in May of 2010, Duke University hosted 7 other area North Carolina universities for a "train-the-trainers" workshop teaching faculty to integrate sustainability into their courses.

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

---

# Sustainability in Continuing Education

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :**

4

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

110

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

Yes

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

The Duke Environmental Leadership (DEL) Program includes a portfolio of online and traditional course options driven by a broad perspective of interdisciplinary themes, strategic approaches to environmental management, communication and effective leadership. Students may enroll in individual courses, 10-credit certificate programs or the 30-credit DEL-Master of Environmental Management degree program for mid-career professionals. The (DEL) Program improves the knowledge and understanding of environmental issues and leadership capacity among practicing environmental professionals, business executives, graduate students and K-12 teachers and students. The DEL Program is driven by interdisciplinary and global themes, strategic approaches to environmental management, communication and effective leadership.

**Year the certificate program was created :**

2003

**The website URL where information about sustainability in continuing education courses is available :**

<http://www.nicholas.duke.edu/del/index.html>

# Community Service Participation

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

**The number of students engaged in community service :**

5339

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

13681

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

<http://scvp.civic.duke.edu/main/>

# Community Service Hours

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

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

156220

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

13681

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

<http://scvp.civic.duke.edu/main/>

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

*"---" 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 :**

The Nicholas Institute for Environmental Policy Solutions at Duke University is a nonpartisan institute founded in 2005 to help decision makers in business, industry, government, and the nonprofit sector understand their options, anticipate their choices, and make the most of opportunities for leadership in creating more economically and environmentally sustainable policies. The Institute is led by a small team of economists, scientists, and policy experts who leverage the broad expertise of their faculty colleagues—in arts and sciences, business, engineering, environment, divinity, law, and public policy—to help Duke deliver on its commitment “to put knowledge at the service of society” in the domain of energy, environment, and sustainability policy.

Additionally, many departments at Duke are engaged with the local government in promoting sustainability on campus and in the community. For instance, Parking and Transportation Services works closely with the City of Durham on the implementation of policies that govern and promote the installation of bike lanes on and around campus and is engaged in conversations about the future creation of a regional light rail, which has significant policy implications.

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

<http://nicholasinstitute.duke.edu/>

# Trademark Licensing

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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.

---

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

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

Yes

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

Yes

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

Yes

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

<http://www.trademarklicensing.duke.edu/CodeofConduct.html>

# Graduation Pledge

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

No

**A brief description of the graduation pledge program :**

---

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

---

# Community Service on Transcripts

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

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

DukeEngage empowers students to address critical human needs through immersive service, in the process transforming students, advancing the University's educational mission, and providing meaningful assistance to communities in the U.S. and abroad. Students participate in an immersive (minimum of eight weeks) service experience by meeting a community need locally, domestically or internationally. Students are given academic credit for participation in DukeEngage and this is tracked on student transcripts.

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

<http://dukeengage.duke.edu/about-dukeengage>

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

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

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

Yes

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

Duke University offers both a weekly summer farmer's market and a year-round CSA. At the weekly mobile market location where participants pick up their CSA, farmer's also sell produce year-round.

The Duke Farmers Market celebrated it's 10th year in 2010. The market servers as a sustainable method to provide fresh, locally-grown produce.

The Duke Farmers Market is part of a growing interest in the farm-to-fork style of eating. Farmers from nearby farms sell seasonal fresh, tasty fruits and vegetables, and pasture raised meats. Vendors sell lavender and gift items, flowers and plants, coffee beans, honey and jams, and crafts. At the Duke Farmers Market, you can shake hands with the farmer, ask questions about how your food is grown, taste something new and get recipe ideas.

With the Duke Mobile Market, participants pre-pay for produce at the beginning of the season and pick up their share of the harvest on Tuesday evenings. Offerings include fruit and vegetables, local pasture-raised meat, local seafood, and more.

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

<http://www.hr.duke.edu/benefits/wellness/farmers/index.php>

# 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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :

Green Grant Fund -- Duke University's Executive Vice President, Tallman Trask, has committed \$50,000 annually to fund student, faculty, staff or alumni led projects or activities that reduce the environmental impact of Duke's campus or health system. The fund has been used to put on conferences, conduct research, provide education and training, and seed new programs. The focus of the fund is to provide resources required to initiate new sustainability projects on campus that ultimately reduce Duke's environmental footprint. Grants can be used for educational purposes if it is clear that the education will lead to a reduction in Duke's environmental impact. Another innovative aspect of this fund is that, for the 2009-2010 and 2010-2011 academic years, a committee of students called "Students Taking STARS Reporting Tool | AASHE | Sierra Magazine

an Active Role In Sustainability” has been involved in reviewing and allocating \$25,000 of the \$50,000 towards sustainability projects of their choice.

Descriptions of two examples of projects funded through the Green Grant Fund during the 2009-2010 academic year are provided below:

Tammy Hope, Quality Assurance Manager for Duke Dining, received funding to start a reusable to-go container program in the Great Hall and The Loop. The clamshells are like current to-go containers used at the West Campus eatery, except they’re made of environmentally-friendly polypropylene, a type of hard plastic. The Eco-Clamshells can be washed and reused, as opposed to being thrown away, like other to-go containers. After using a clamshell, employees and students are asked to rinse it out and return it to a drop station by the cash register at the Great Hall, where it will be cleaned and sanitized. When an owner turns the to-go container in, he or she receives a keychain token that can be turned in for a replacement clamshell. Tammy purchased 550 reusable to-go containers and gave out the first 200 containers for free as an incentive to join the program.

Cloe Liparini and Sarah Trent, staff members of Duke Engage, received funding to “green” the annual Duke Engage Academy, which is attended by all student participants of Duke Engage. Meals were nearly 100% vegetarian and featured local, organic and seasonal ingredients. Instead of providing boxed food to-go, which is heavily packaged, Duke Engage reorganized the schedule and location of events to ensure that breakfast, lunch, and dinner were served in a central location utilizing durable china and silverware. Pre- and post-consumer composting occurred at all meals. Duke Engage also partnered with Sustainable Duke to provide two sessions for students on “Going Green During Duke Engage”. Also, through a partnership with the Duke Carbon Offsets Initiative, Duke Engage offered students, faculty and staff the opportunity to go carbon neutral with their travel. Duke Engage has pledged to incorporate these sustainable changes into the Duke Engage Academy in future years.

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

[Duke STARS Innovation Credits\\_GreenGrantLetter\\_CR.docx](#)

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

[http://sustainability.duke.edu/campus\\_initiatives/greengrant/index.html](http://sustainability.duke.edu/campus_initiatives/greengrant/index.html)

### Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

### 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 :**

Green Devil Challenge -- An innovative, sustainability behavior change program at Duke University begins with a challenge to students, staff and faculty to take the Sustainable Duke Pledge. The pledge states, "I pledge to become an integral participant in the Sustainable Duke program. I will consider the environmental, social and economic impact of my daily decisions and make every effort to reduce my ecological footprint. I will also share my individual sustainability efforts with others at Duke." The pledge can be taken in person at events or on the sustainability office website at any time. Individuals who take the Sustainable Duke pledge are added to the listserv of over 10,000 staff, faculty and students, which is then used for Sustainable Duke's monthly behavior change promoting communication, [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

the Green Devil Challenge.

The Green Devil Challenge encourages personal behavior change in specific areas of sustainability, such as water, waste, energy, transportation and diet. Recent challenges have focused on personal use of reusable food and beverage containers, shutting down electronics for the holidays and saving paper through strategies for reduced printing. The challenges are issued via e-mail and participants are directed to a webpage where they can pledge to take a series of actions during the month. The challenges guide individuals in reducing their carbon footprint at Duke through behavior change actions over time.

Participation in monthly challenges has ranged from 500 to 3,000, but is typically at least 1,000 faculty, staff and student participants each month. As an incentive for participation, prizes related to the month's challenge are awarded randomly to participants.

A sample Green Devil Challenge is pasted below:

The Green Devil Challenge: October 2010

Think Before You Ink

On average, each American consumes 730 pounds of paper each year. That is equivalent to a stack of newspapers 21 feet tall. All those pages are also expensive. Last year, Duke spent \$1.7 million on printer and copier paper.

By printing less often and printing double-sided we can all do our part to save paper, energy and money. Reusing paper that is printed on one side and printing with smaller fonts and smaller margins are a few other ways you can reduce your impact on the environment.

In October, we challenge you to think before you ink.

Accept the Challenge (participants select actions from the list below)

\*I will print double sided whenever possible.

\*I will reduce the amount I print by taking advantage of electronic formats for my personal use. If involved with print publications, I will consider options for using electronic formats for these too.

\*I will reduce the number of pages I print and save on ink by using smaller fonts, smaller margins, and the "grayscale" option when possible.

\*I will reuse paper when it has been printed on only one side, either for printing again or for notes.

\*I will eliminate my personal desktop printer and use shared network printers instead.

\*I will encourage my department to purchase recycled content printer and copier paper to save trees and energy.

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

[Duke STARS Innovation Credits\\_GDCLetter\\_CR.docx](#)

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

<http://sustainability.duke.edu/action/challenge/index.php>

## Innovation 3

---

### Responsible Party

#### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

### 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 :

Duke Carbon Calculator -- Duke's Individual Carbon Calculator is an online tool that allows students, faculty and staff to determine their annual contribution to Duke's carbon footprint. The calculator gathers information about the particular behaviors of participants with regard to energy, diet, transportation and waste. Research for the calculator, as well as creation of the Duke-specific calculations, was performed by staff in Duke's sustainability office. The calculator provides extensive individualized feedback to participants about strategies for reducing their carbon emissions, as well as helpful Duke-specific resources and information. The calculator is particularly innovative in that it does not assess an individual's entire carbon footprint, as do many calculators that can be found online. Rather, the [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

Duke Individual Carbon Calculator determines each person's contribution to Duke's overall carbon footprint.

Duke's Individual Carbon Calculator has provided us with extensive data about the average footprint of certain campus populations. For instance, we have gathered data including the average carbon footprint of a faculty member due to air travel and the average diet footprint of a student from food consumed on campus.

Students, faculty and staff are encouraged to take the carbon calculator, work on adopting some of the recommendations for reducing their carbon footprint, then return to take the calculator again on a regular basis to track and compare the reductions in their footprint. Sustainable Duke is able to review and analyze these reductions in individual emissions, which support our Climate Action Plan and Duke's commitment to carbon neutrality by 2024.

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

[Duke STARS Innovation Credits\\_CalculatorLetter\\_CR.docx](#)

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

<http://sustainability.duke.edu/action/calculator/index.php>

### Responsible Party

#### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

### 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 :

Duke Green Purchasing and Supplier Diversity Program --

The Duke Green Purchasing Program helps Duke purchasers and employees make environmentally responsible choices. By conserving resources, preventing pollution, and opting for safe materials, we can make a positive impact on our environment and community. Our purchasers take into consideration the impact of products on the environment and human health, giving preference to more environmentally friendly products when quality and cost performance are equal or superior.

We have implemented several innovative practices within Procurement that help us achieve our goals of both environmental and social responsibility. The following processes have been designed to reduce waste and excessive resources, extend product life, encourage minority supplier development and contribute to community development:

- “Donation-Only” Business Model for Surplus Furniture, Computers and Medical Equipment
- Standardized Furniture Purchasing
- Standardized Computer Purchasing
- Diverse Supplier Identification and Inclusion
- Departmental and Supplier Education of Green Practices, Products and Social Responsibility
- Monthly Green Vendor and Diverse Supplier Networking Events
- Annual Green Purchasing Speaking Engagements with Local Agencies
- End-of-Life Supply Chain Management with Central Oversight
- Complete Asset Disposition Tracking
- Reintroduction of Surplus Property into Supply Chain
- Promotion and Encouragement of Non-Purchasing

As a result of these innovative practices, we are changing the culture of purchasing at Duke. We now impact over 330 area non-profit agencies by donating upwards of 12,000 furniture items and computers annually and are the sole computer donation source for Durham Public Schools. We feel that the full supply chain cycle is often overlooked and we have taken accountability for goods we’ve procured at end-of-life. Additionally, our work with diverse suppliers and local supplier diversity/governmental agencies has allowed us to develop a more creative, competitive, strategic sourcing program with inclusion and equitable opportunities.

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

[GreenPurchasing Innovation.docx](#)

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

<http://finance.duke.edu/procurement/green/index.php>

# 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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

---

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

**Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :**

Yes

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

Each year during orientation, there are 3 (1 hour) optional sessions focused on sustainability at Duke, which are offered to the entire incoming first year class. In fall of 2011, the incoming first year class read the book "Eating Animals" by Jonathan Safran Foer, which explores issues of sustainable food production and animal welfare. A slideshow at the summer reading event for all students during orientation highlighted Duke's sustainable dining efforts and ways to get involved, like the Duke Campus Farm. Sustainable Duke hosts a waste-free first year picnic for the entire freshman class and their families where attendees actively sort their waste into compost and recycling bins.

**Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :**

Yes

**Provide a brief description of the presentations :**

In past years, Sustainable Duke has presented to Resident Assistants during their training. Sustainability information is included in the RA training materials and the First Year Advisory Council handbook (FACs are upperclass students who each meet regularly with a small group of students during their first year).

**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? :**

Yes

**Provide a brief description of the activities :**

There are many activities during orientation that actively engage students in sustainability, such as the waste-free first year picnic for all students and their families. Other examples include a trip during welcome week led by a faculty member to volunteer and share a meal at the Duke Campus Farm, as well as another faculty-led trip to the local farmers' market.

**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :**

Yes

**Provide a brief description of the efforts :**

Duke's Office of Sustainability and Duke Recycles collaborate to host a zero-waste picnic, in which all materials distributed are either recyclable or compostable. At the picnic, volunteers educate students about the importance of waste reduction and Duke's efforts to compost dining waste on campus.

**Does the institution incorporate sustainability into new student orientation in other ways? :**

Yes

**Provide a brief description :**

A "Green Book" is distributed to all first-year students in a small print format and extended online format explaining what students need to know to live sustainably on campus (including areas like alternative transportation, green dining, recycling, etc.). Prospective students are given a tour of a "Green Dorm Room" at Duke and a checklist of sustainable items to include in their shopping before coming to campus. Duke's Office of Sustainability incorporates information on how to move-in and furnish sustainably in orientation materials distributed to incoming freshmen. In addition, stainless steel bottles are distributed to all incoming students and they are encouraged to bring these bottles to all events and use them throughout their time at Duke.

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :**

Many courses at Duke that address food choices, including the following:

Politics of Food

Agriculture and Sustainability

Food and Energy

Food Law and Sustainability

Science of Food Choice

Interdisciplinary Approaches to Why, What, and How We Eat (University course in food studies open to all students, faculty and employees)

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

Yes

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

Bon Appetit, Duke's main food service provider has a variety of educational and outreach materials in their eateries to inform students about sustainable food choices. Examples include their Farm to Fork program, where students can easily find local and organic options for their meals. Bon Appetit hosts special events that draw additional attention to sustainability in their eateries, such as Low Carbon Diet day, where customers can calculate the carbon footprint of their meal. There is also a farmstand available to students at one of the main cafeterias where they can purchase local and organic produce.

Additionally, Duke has a reusable to-go container program where students can use an eco-friendly clamshell rather than a disposable plastic container. Duke also has pre-consumer composting in nearly every eatery on campus and some eateries offer post-consumer composting as well.

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

Yes

**Provide a brief description :**

Duke's Office of Sustainability and Duke Recycles collaborate to host a zero-waste picnic featuring local and organic food, in which all materials distributed are either recyclable or compostable. At the picnic, volunteers educate students about the importance of waste reduction and Duke's efforts to compost dining waste on campus.

In fall of 2011, the incoming first year class read the book "Eating Animals" by Jonathan Safran Foer, which explores issues of sustainable food production and animal welfare. A slideshow at the summer reading event for all students during orientation highlighted Duke's sustainable dining efforts and ways to get involved, like the Duke Campus Farm.

Orientation also features a trip during welcome week led by a faculty member to volunteer and share a meal at the Duke Campus Farm, as well as another faculty-led trip to the local farmers' market.

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

Yes

**Provide a brief description :**

Students at Duke learn about eco-positive food choices in food studies classes, through educational materials in campus eateries, and in many other venues, such as the student-run Duke Community Garden. At the garden, students and community members come together to learn and grow their own food. Students can also volunteer or intern at the Duke Campus Farm, which supplies all of its produce directly to eateries on campus. Additional venues such as a workshop series hosted by the Duke Campus Farm include information on vegetarian eating, canning and preserving, container gardening and more.

**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 :**

At the Duke Community Garden, students and community members come together to learn and grow their own food. Students can also volunteer or intern at the Duke Campus Farm, which supplies all of its produce directly to eateries on campus. Additional venues for learning about growing food include a workshop series hosted by the Duke Campus Farm with sessions on canning and preserving, container gardening, growing mushrooms, making cheese, brewing beer, and more.

# Food and Beverage Purchases

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution provides details of its food and beverage purchases.

---

### Submission Note:

For percentage of food expenditures, please reference STARS credit OP-6: Food and Beverage Purchasing. 25% of food expenditures meet one of the following criteria: 1) Grown and processed within 250 miles of the institution or 2) Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled).

Less than 1% of food is purchased from an on campus farm or garden.

"---" 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) :**

---

**List items procured for dining services from on-campus organic garden(s) :**

Lettuce  
Arugula  
Spinach  
Kale  
Chard  
Carrots  
Rutabaga  
Parsnips

Beets  
Turnips  
Cilantro  
Mushrooms  
Strawberries  
Onions  
Garlic  
Ginger  
Mustard greens  
Peas  
Beans  
Broccoli  
Cauliflower (colored and white)  
Bac Choi  
Cilantro  
Broccoli Rabe  
Radish  
Various herbs  
Potatoes  
Tomatoes  
Peppers (sweet and hot)  
Eggplant  
Melons  
Corn  
Cucumbers  
Basil  
Green beans  
Okra  
Various herbs  
Cut flowers

**The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :**

1

**List all Fair Trade certified items purchased :**

Coffee  
Chocolate  
Tea

# Confinement-Free Food Purchases

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :**

Shell eggs

### **Percentage purchased :**

100

### **Comments :**

Committed to 100% cage-free liquid eggs by 2015

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

---

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

---

### **Comments (1st product) :**

---

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

---

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

---

### **Comments (2nd product) :**

---

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

---

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

---

**Comments (3rd product) :**

---

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

---

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

---

**Comments (4th product) :**

---

# Vegetarian-Fed Food Purchases

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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) :

Grass fed beef

### Percentage purchased (1st product) :

25

### Comments (1st product) :

---

### Type of vegetarian-fed product purchased (2nd product) :

---

### Percentage purchased (2nd product) :

---

### Comments (2nd product) :

---

### Type of vegetarian-fed product purchased (3rd product) :

---

### Percentage purchased (3rd product) :

---

### Comments (3rd product) :

---

**Type of vegetarian-fed product purchased (4th product) :**

---

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

---

**Comments (4th product) :**

---

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

---

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

---

**Comments (5th product) :**

---

# Hormone-Free Food Purchases

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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) :**

Beef

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

100

### **Comments (1st product) :**

<http://www.bamco.com/sustainable-food-service/antibiotic-reduction>

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

Poultry

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

100

### **Comments (2nd product) :**

<http://www.bamco.com/sustainable-food-service/antibiotic-reduction>

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

Milk

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

100

### **Comments (3rd product) :**

<http://www.bamco.com/sustainable-food-service/rbgh-in-dairy>

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

---

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

---

**Comments (4th product) :**

---

**Type of hormone-free product purchased (5th product) :**

---

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

---

**Comments (5th product) :**

---

# Seafood Purchases

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

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

---

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

### **Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :**

In eateries operated by our main food service provider, Bon Appetit Management Co, all of our seafood is purchased in accordance with the Monterey Bay Aquarium's Seafood Watch guidelines for sustainability.

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

---

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

---

### **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) :**

---

# Dishware

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

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

---

*"---" 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? :**

No

**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? :**

No

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

No

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

Yes

**Provide a brief description. :**

Duke offers a reusable eco-clamshell program, which helps to reduce waste from to-go meals. Students, faculty and staff can obtain a free eco-clamshell through promotions at regular times each the week.

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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 :**

---

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

---

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

---

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

---

**The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

0

**The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

While Duke has extensive energy management and efficiency programs we have not chosen to pursue ENERGY STAR certification.

**The combined gross square footage of all buildings that are ENERGY STAR labeled :**

0

**The names of all buildings that are ENERGY STAR labeled :**

While Duke has extensive energy management and efficiency programs we have not chosen to pursue ENERGY STAR certification.

# Energy Use by Type

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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. :**

45.66

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

---

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

---

**The percentage of total electricity use from natural gas. :**

1.19

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

---

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

---

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

52.18

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

0.96

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

0.01

**Provide a brief description. :**

.01 is percent renewables from Duke Energy Carolinas - wind, solar, etc. Duke University does not produce any on-campus electricity other than several demonstration solar PV projects.

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

22.40

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

---

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

---

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

75.40

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

---

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

2.20

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

0.10

**Provide a brief description. :**

Propane

**If cogeneration, please explain. :**

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## 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) :**

75

**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) :**

10

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

Yes

## Bike Sharing

---

### Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

### Criteria

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

---

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

**The number of bicycles available through bike sharing programs :**

110

# Water Initiatives

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution provides details about its water initiatives.

---

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

### **Is there is a ban or restriction on selling or distributing bottled water on campus? :**

No

### **Provide a brief description of any bottled water ban or restriction :**

Duke has been exploring options for reducing bottle water usage on campus for many years including providing reusable water bottles for incoming first year students. The Duke University Marine Lab, has eliminated single use bottles of water.

### **Does the institution meter any of its non-potable water usage? :**

Yes

### **The percentage of urinals on campus that are waterless :**

---

# Endowment

---

## Responsible Party

### Tavey Capps

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution provides details about its endowment.

---

### Submission Note:

Duke does have a committee that deliberates and makes recommendations about environmental, social and corporate governance resolutions. However, it meets on an as needed basis. Details below.

In 2004, the Duke Board of Trustees approved the Guideline for the University on Socially Responsible Investing. Recognizing the need for a mechanism to assist the President on making recommendations to the BOT on this issue, two committees were created, the President's Special Committee on Investment Responsibility (PSC) and the Advisory Committee on Investment Responsibility (ACIR).

The PSC considers proposals from the University community relating to investment responsibility concerns and determines if there are credible allegations of substantial social injury. If the PSC agrees an issue requires further investigation, it will be referred to the ACIR for further review. The ACIR examines the issue and determines whether to propose to the President a course of action by the BOT. The President has the option to take the recommendation to the BOT or provide a written explanation to the ACIR on why their recommendation was not accepted. The President's Office presents an annual report to the Duke Community on the work of the PSC, ACIR and the President's and BOT responses.

When the University community has engaged in substantive discourse on an issue and expressed broad concern that a substantive social injury is being caused by such policies or practices, the President may make a recommendation to the BOT. Where the BOT agrees, it may instruct the Duke University Mgt. Company (DUMAC) to take appropriate action, including the exercise of the University's practicable shareholder rights to seek modification of the company's activities to eliminate or reduce the injury, using such means as –

- Direct correspondence with management
- Proxy votes
- Sponsoring shareholder resolutions

In cases where these actions do not impact the company's actions, the BOT can also instruct DUMAC to divest the securities in question within a reasonable time period.

"---" 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 :

5700000000 US/Canadian \$

## Date as of :

**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? :**

Yes

**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? :**

Yes

**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? :**

Yes

**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :**

Yes

**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on enviromental 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

---

## Responsible Party

**Tavey Capps**

Environmental Sustainability Director  
Office of the Executive Vice President

---

## Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

---

### Submission Note:

In addition to five staff who are employed directly by the sustainability office, there are at least five other staff at Duke in a variety of departments who spend much of their time working on campus sustainability objectives. These position include: Transportation Demand Manager, Recycling and Waste Reduction Coordinator, Quality Assurance Manager for Duke Dining, Green Purchasing Coordinator, and Energy and water Manager.

*"---" 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) :**

10

**FTE staff on payroll :**

5

**FTE student intern/fellow :**

5