



# Elon University

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

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# Table of Contents

<b>Education &amp; Research</b>	<b>3</b>
Co-Curricular Education	3
Curriculum	25
Research	41
<b>Operations</b>	<b>50</b>
Buildings	50
Climate	56
Dining Services	63
Energy	75
Grounds	87
Purchasing	95
Transportation	105
Waste	124
Water	138
<b>Planning, Administration &amp; Engagement</b>	<b>149</b>
Coordination and Planning	149
Diversity and Affordability	160
Human Resources	175
Investment	186
Public Engagement	194
<b>Innovation</b>	<b>206</b>
Innovation	206
<b>Supplemental</b>	<b>215</b>
Supplemental Data	215

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

# Education & Research

## Co-Curricular Education

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

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

# Student Sustainability Educators Program

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

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

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

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

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

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

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

5709

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

Eco-Reps

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

2898

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

The Eco-Reps program is a peer education program dedicated to promoting environmentally responsible behaviors. Student peer educators (Eco-Reps) help raise awareness of environmental issues and encourage environmentally responsible behavior of fellow students. Eco-Reps educate their peers about environmental issues, such as population growth and waste generation, through Sustainable Living lessons as requested by faculty and staff for appropriate classes and related programs and activities in coordination with Residence Life staff. Eco-Reps also assist in development and execution of various environmental sustainability awareness activities on campus. Outreach activities have included sustainability themed bulletin boards in the residence halls, Lights Out Bingo, Landfill on the Lawn and promotion of POWERless and RecycleMania.

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

There is an application and interview process in the spring for the following school year's Eco-Reps. To apply, students must submit a completed application form and resume. One Eco-Rep is selected for each residential area of which there are seven.

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

At the beginning of the fall semester the Eco-Reps have 2 days of training led by the Director of Sustainability. There are two components to the Eco-Reps program: providing Sustainable Living lessons to first-year classes (upon request) and serving as a sustainability resource (via outreach and programming) for a residential area. The following topics are covered in the training: Elon's sustainability initiatives, an introduction to the Sustainable Living lesson they will be giving to first-year classes (additional practice sessions are scheduled after the initial training weekend), peer education and their role as a peer educator, consumerism, handling challenging situations (including role-playing), methods and strategies for providing outreach in their residential areas and approaches to behavior change. A fun, outdoor outing that is also educational is included as part of the training, as well.

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

The Eco-Reps program is managed by the Director of Sustainability along with a Student Coordinator (who is a paid intern in the Office of Sustainability). The Eco-Reps receive a \$350 stipend per semester for 2 to 5 hours of work a week.

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

<http://www.elon.edu/e-web/bft/sustainability/sp-ecoreps.xhtml>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Student Sustainability Outreach Campaign

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

## The name of the campaign(s) :

POWERless

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

POWERless is a residential energy reduction competition which started in the spring of 2008 and has taken place at least once a year since then. All primary residential buildings on campus participate in the competition, which has ranged from 2 weeks to 7 weeks in length. Students compete to reduce the electricity use in their building, based on baseline power consumption. The winner is the building with the largest percentage energy reduction over the course of the competition. There is also a competition between residential areas to see which can reduce its consumption the most. There is a prize for the building occupants in each division (based on occupancy) with the

greatest reduction, and the area in each division with the greatest reduction has its name added to the POWERless trophy, which resides in the Moseley Center.

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

There has been an overall electricity reduction each time the competition has been held, which has ranged from 6% to 20%, compared to baseline consumption.

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

<http://www.elon.edu/e-web/bft/sustainability/powerless/>

# Sustainability in New Student Orientation

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## Responsible Party

**Katie Hight**

Director

New Student Programs

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## Criteria

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

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

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

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

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

Yes

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

The Office of Sustainability provides a session on sustainability to all Orientation Leaders (OLs). The OLs then share this information with new students in their small group sessions with them during Orientation weekend. Before arriving on campus, new students receive information about Elon's Zipcar program and sustainable packing tips. After arriving on campus, each new student is provided with sustainable living tips (including information about and a pen for the Sustainability Pledge), a reusable water bottle and a reusable to-go container for use in the dining halls. In 2011, the picnic held for students during Orientation weekend was a no-landfill event with compostable or recyclable products provided. Students were responsible for appropriately sorting their items into the provided bins.

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

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# Sustainability Outreach and Publications

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

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

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

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

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

Yes

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

The Elon Sustainability Web site is a comprehensive source for sustainability information and is easily accessible from the University's homepage. It includes information about the Office of Sustainability's mission, the Environmental Advisory Council, the campus' sustainability planning documents, the numerous physical campus sustainability initiatives, academic sustainability initiatives, student programs related to sustainability, how to live sustainably on and off campus, sustainability news and events and sustainability related resources (local and regional groups as well as sources).

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

**sustainability efforts :**

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

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

Yes

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

The Sustainability Newsletter was started in the fall of 2011 and is created by the Education and Outreach Intern in the Office of Sustainability with guidance from the Director of Sustainability. It is distributed once a semester via email to those who sign-up for the student sustainability list and to faculty and staff. It is also posted online. The content may vary each time it is published; but in general, the newsletter contains information about new programs, events, interesting information/statistics about existing programs and stories about student and/or faculty/staff projects or work related to sustainability.

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

<http://www.elon.edu/e-web/bft/sustainability/ne.xhtml>

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

Yes

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

Visions Magazine, The World We Live In and The World We Want To Live In, is a faculty-student organized and operated publication, which features the works of Elon University students and student-faculty collaborations. All content goes through a blind peer review prior to being accepted for publication. The primary purpose of Visions is to expose students to the scholarly process of research, writing and peer review. It provides publishing opportunities to students from all disciplines with an interest in the environment and sustainable development.

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

<http://www.elon.edu/e-web/bft/sustainability/ac-visionsMag.xhtml>

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

No

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

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

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

Yes

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

Elon Dining Services (Aramark) has a web page dedicated to sustainability efforts within the dining facilities. Information about these efforts (e.g. reusable to-go containers, composting, trayless, local/regional food) is incorporated into informational posters, digital signage and table tents in the facilities. In fall 2011, students with a meal plan were given a stainless steel water bottle with a flyer about Dining Services' sustainability efforts. Starting in fall 2011, local and organic item identifiers were incorporated in the dining halls and convenience stores.

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

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

No

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

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

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

Yes

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

The Sustainability Tour Map highlights sustainability features and programs on campus. It was created by students and is available at the Moseley Center information desk as well as in the Admissions Welcome Center. It is electronically available, along with pod cast files, on the Sustainability Web site.

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

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

**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 :**

The Transportation page of the Sustainability Web site provides commuters with information about the various alternative transportation options available including the BioBus, carpooling, car sharing, vanpooling, the emergency ride home program, information about regional bus routes and bicycling. The Sustainable Living Guide for students also includes information about alternative methods of

transportation.

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

<http://www.elon.edu/e-web/bft/sustainability/ci-transport.xhtml>

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

Yes

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

The Sustainable Living Guide provides a number of strategies and tips for incorporating sustainability into the residential experience. It includes the following topics: power, transportation, waste management, in the residence, get involved and challenge yourself. The Sustainable Living Guide for residential areas with LEED facilities includes information about the sustainable features of the LEED buildings in that area. Students are provided with information about the Sustainable Living Guide upon move-in.

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

<http://www.elon.edu/e-web/bft/sustainability/sp-sustliving.xhtml>

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

No

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

There is not a reporter assigned to the sustainability beat or a regular column on sustainability; however, sustainability topics and stories are often covered in the student newspaper.

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

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

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Yes

**A brief description of this material :**

There is an Elon Sustainability Facebook page used regularly to communicate sustainability events, activities and information.

**The website URL for this material :**

<http://www.facebook.com/ElonSustainability>  
STARS Reporting Tool | AASHE | Sierra Magazine

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

**material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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# Student Group

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## Responsible Party

**Mary Leigh Frier**

Associate Director

Kernodle Center for Service Learning and Community Engagement

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

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

Yes

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

Elon has a number of student groups that work on sustainability issues. See the website URL provided.

One of these, the Elon University Sierra Club, is dedicated to sustainable causes and service in the name of sustainability.

The Sierra Club's mission is to:

- o Explore, enjoy and protect the wild places of the earth.
- o Practice and promote the responsible use of the earth's ecosystems and resources.
- o Educate and enlist humanity to protect and restore the quality of the natural and human environment.
- o Use all lawful means to carry out these objectives.

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

Sierra Club activities have included:

- Volunteered at the local Conservators' Center in Mebane, NC
- Spent a weekend teambuilding at Earthaven Ecovillage in Black Mountain, NC
- Volunteered at a Jordan Lake clean-up and at Windy Knolls Farm in northeast Guilford County
- Planted and harvested produce at the Elon Community Garden

## List other student groups that address sustainability :

EcoReps, Elon Community Garden, Elon Outdoors, Campus Kitchen at Elon University, Habitat for Humanity, Students for Peace and Justice, Students in Free Enterprise

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

<http://www.elon.edu/e-web/bft/sustainability/sp-studGroups.xhtml>

**Responsible Party**

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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

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

Yes

**A brief description of the garden :**

The Elon Community Garden was initiated by an environmental ethics course to foster education, spirituality, service, community discussion and sustainability and was fully established by a student as part of a senior thesis project. It is a place for Elon students, faculty, staff, children and community to come together. It is now used as a laboratory for courses and volunteer location for any interested student. There are student managers, and organic practices are utilized.

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

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## Model Room in a Residence Hall

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### Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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

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

No

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

Elon has an Energy Star residence hall room program during the fall and spring semester. These rooms are equipped with Energy Star appliances, including a microfridge, TV and DVD player. They also include desk lamps with compact fluorescent light bulbs (CFLs). The Energy Star rooms are shown on Admissions campus tours but not open for students during regular hours. There is a competitive application process for students who want to have their room be an Energy Star room.

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

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## Themed Housing

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### Responsible Party

Elaine Turner

Director

Residence Life

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

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

Yes

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

There is a Sustainable Living Learning Community for students who are interested in supporting issues around the environment and educating others about the environment. New students and upperclassmen are equally welcome. Programs center around improving the environment and learning about sustainable living. Students must apply to live in the community.

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

[http://www.elon.edu/e-web/students/residence\\_life/learningcommunities/sustainableliving.xhtml](http://www.elon.edu/e-web/students/residence_life/learningcommunities/sustainableliving.xhtml)

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

23

## Sustainable Enterprise

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

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

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**A brief description of the enterprise :**

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

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## Sustainability Events

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**Responsible Party**

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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

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

Yes

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

Elon holds a number of events throughout the year related to sustainability including speakers, panel sessions, film screenings, exhibits and themed meals among others. Two events that take place each year are the Fall Environmental Forum (a one-day event with speakers and panel sessions) and Earth Week (a week-long Earth Day celebration with a number of different events, including a primary speaker).

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

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# Outdoors Program

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## Responsible Party

**Peter Tulchinsky**  
Director  
Campus Recreation

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

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

Yes

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

Elon Outdoors allows students several opportunities to experience nature each semester. Program offerings include canoeing, climbing, kayaking, backpacking, indoor climbing, white water rafting and sailing. Camping equipment is available for weekend rental for those wishing to explore the vast array of outdoor pursuits available throughout the region. The Elon Outdoors Resource Room is a great place to obtain information about outdoor adventure.

Elon Outdoors follows leave no trace practices on all experiences and plans to be a carbon neutral program through carbon offsets and tree planting programs in 2011-2012.

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

[http://www.elon.edu/e-web/students/campus\\_recreation/Outdoor/](http://www.elon.edu/e-web/students/campus_recreation/Outdoor/)

## Themed Semester or Year

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### Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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

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

Yes

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

Consistent with the Elon University mission of nurturing a rich intellectual community, the Elon Common Reading Program (ECRP) challenges students, faculty and staff to examine themselves and the local and global worlds they inhabit through reading. The readings and related discussions aim not only to encourage critical reflection about important issues but also to invite personal consideration of how our individual actions affect these issues. Ultimately, the ECRP should engage the Elon community with ideas and issues that will influence their lives. The fall 2011 common reading is sustainability-related.

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

Creating a World Without Poverty: How Social Business Can Transform Our Lives by Muhammad Yunus

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

[http://www.elon.edu/e-web/academics/special\\_programs/common\\_reading/default.xhtml](http://www.elon.edu/e-web/academics/special_programs/common_reading/default.xhtml)

# Curriculum

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

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

# Sustainability Course Identification

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

### Part 1

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

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

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

### Part 2

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

### Part 3

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

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

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

Yes

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

Sustainability explores the dynamic interconnections among environmental, social and economic systems in order to meet the needs of the present without compromising the ability of future generations to meet their own needs.

Sustainability-focused courses concentrate on the concept of sustainability, including its environmental, social and economic dimensions, or examine an issue or topic using sustainability as a lens.

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

The goal of sustainability education is to provide students, regardless of their courses of study, the knowledge, behavior and skills to help create a healthy environment, society and economy. The following examples of possible course objectives may be useful in determining whether or not a course has this goal in mind. (Note: The use of the term sustainability refers to the full context of sustainability including its environmental, social and economic facets.)

- Demonstrate through effective communication, the concept of sustainability.
- Develop and use an ethical perspective in which they view themselves in a complex world.
- Explore and explain the connections between their chosen course of study and sustainability.
- Develop technical skills or expertise necessary to implement sustainable solutions.
- Demonstrate sustainable thinking and decision-making in the development of solutions for current and emerging environmental, social and economic crises.
- Contribute practical solutions to real-world sustainability challenges.
- Synthesize understanding of environmental, social and economic systems and reason holistically.

The above list is not all inclusive.

**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 :**

The 10-11 Academic Catalogue, Summer 2010 schedule, Winter Term 2011 schedule and graduate programs were reviewed for courses that fit the developed definition of sustainability in the curriculum. The resulting list for each department/program was sent to the department chair/program coordinator for review and confirmation. The identified sustainability related and focused courses were cross-referenced with the Fall 2010 and Spring 2011 undergraduate and 10-11 graduate course schedules. The numbers used in the STARS Report represent the courses offered in the 10-11 academic year. The list available at the web site provided also includes courses that were in the 10-11 Academic Catalogue or program information but not offered in the 10-11 academic year.

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

Yes

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

<http://www.elon.edu/e-web/bft/sustainability/ac-courses.xhtml>

# Sustainability-Focused Courses

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## Responsible Party

**Elaine Durr**

Director of Sustainability  
Office of Sustainability

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## Criteria

Institution offers sustainability-focused academic courses.

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

---

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

## The number of sustainability-focused courses offered :

25

## The total number of courses offered :

1207

## Number of years covered by the data :

One

## 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://www.elon.edu/e-web/bft/sustainability/ac-courses.xhtml>

## A copy of the sustainability course inventory :

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# Sustainability-Related Courses

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## Responsible Party

**Elaine Durr**

Director of Sustainability  
Office of Sustainability

---

## Criteria

Institution offers sustainability-related academic courses.

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

---

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

## The number of sustainability-related courses offered :

55

## The total number of courses offered :

1207

## Number of years covered by the data :

One

## 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://www.elon.edu/e-web/bft/sustainability/ac-courses.xhtml>

## A copy of the sustainability course inventory :

---

# Sustainability Courses by Department

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

---

## Criteria

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

---

### Submission Note:

Graduate Programs are included in the department numbers provided.

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

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

20

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

33

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

Accounting

Finance

Art and Art History

Biology

Chemistry

Communications

Economics

English

Environmental Studies

History and Geography

Philosophy

Health and Human Performance

Human Service Studies

Management

Religious Studies

Physics

Political Science and Public Administration

Sociology and Anthropology

Interactive Media  
School of Law

The following undergraduate programs offer sustainability courses but are not included in the numbers regarding departments above.

Business Administration  
General Studies  
Periclean Scholars  
Public Health Studies  
Science

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

<http://www.elon.edu/e-web/bft/sustainability/ac-courses.xhtml>

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

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# Sustainability Learning Outcomes

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## Responsible Party

**Jeffrey Coker**

Director; Associate Professor

General Studies; Biology

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## Criteria

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

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

---

## Submission Note:

The number of graduates is based on the 2010 - 2011 academic year. Undergraduates graduated in May 2011 and all graduate programs graduated in May 2011 except for the DPT Program (December 2010) and the M.Ed. Program (August 2011). General Studies web site - <http://www.elon.edu/e-web/academics/generalstudies/>

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

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

1057

## Total number of graduates :

1294

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

There is a required first year seminar for all undergraduates as part of general studies. GST 110, The Global Experience, has 6 themes including "the relationship of humans to the natural world."

## The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available :

---

## A copy of the sustainability course inventory :

---

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

### GST 110 Themes with Learning Outcomes

1. The importance of individual responsibility: The student can articulate and evaluate the societal and planetary consequences of his/her individual choices.
2. The relationship of humans to the natural world: The student can discuss with scientific accuracy the impacts of human activities on fundamental ecological processes and services.
3. Globalization and tribalization as powerful world forces: The student can explain how a specific culture group can operate according to both globalization and tribalization processes simultaneously.
4. The impact of imperialism and colonialism: The student can explain the continuing effects of 19th-century imperialism on a postcolonial country in Asia, Africa or the Americas.
5. The nature of culture: The student can explain how culture influences an individual's perception of issues and events.
6. The plights of disempowered groups: The student can discuss an event, problem or controversy from the perspective of its least powerful stakeholders.

# Undergraduate Program in Sustainability

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## Responsible Party

### Brant Touchette

Japheth E. Rawls Professor and Associate Professor  
Environmental Studies (Chair) and Biology

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## Criteria

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

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

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

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### Submission Note:

While the 3 degrees offer different foci, they are all multidisciplinary and a key component is the relationship of environmental issues and solutions to human activities. Common courses of the three majors: ENS 111 (Introduction to Environmental Science), ENS 200 (Strategies for Environmental Inquiry) and ENS 461 (Senior Seminar: Environmental Assessment and Project Development) relate environmental issues and solutions to human endeavors, stakeholders, values, etc. The B.A. degree has a sustainability-focused concentration option. The ENS program also offers a minor in environmental and sustainability studies.

"---" 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) :

B.A. Environmental Studies

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

[http://www.elon.edu/e-web/academics/elon\\_college/environmental\\_studies/major.xhtml](http://www.elon.edu/e-web/academics/elon_college/environmental_studies/major.xhtml)

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

B.S. Environmental Studies

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

[http://www.elon.edu/e-web/academics/elon\\_college/environmental\\_studies/major.xhtml](http://www.elon.edu/e-web/academics/elon_college/environmental_studies/major.xhtml)

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

B.S. Environmental and Ecological Science

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

[http://www.elon.edu/e-web/academics/elon\\_college/environmental\\_studies/major.xhtml](http://www.elon.edu/e-web/academics/elon_college/environmental_studies/major.xhtml)

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

---

# Graduate Program in Sustainability

## Criteria

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

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

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

---

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

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

---

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

---

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

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

---

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

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

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

---

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

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# Sustainability Immersive Experience

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## Responsible Party

**Tom Arcaro**

Professor; Program Director

Sociology; Project Pericles

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## Criteria

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

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

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

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

---

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

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

Yes

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

The Periclean Scholars Program is a 3 year program for selected students. Each cohort of Periclean Scholars takes classes together and determines global problems that they wish to study and address. They study and address these problems from a sustainability perspective and have to make a difference by a project designed to address the problem. Projects typically involve significant fund raising with students traveling abroad to implement their project. An example is the Periclean Scholars Class of 2011 whose project involves establishing environmental education programs in several rural schools in Sri Lanka.

[http://www.elon.edu/e-web/academics/special\\_programs/project\\_pericles/scholars.xhtml](http://www.elon.edu/e-web/academics/special_programs/project_pericles/scholars.xhtml)

Other examples of immersive experiences that focus on sustainability are study abroad programs that include short term study abroad and semester study abroad. Examples of short term study abroad courses with a sustainability focus are: Field Biology in Belize, Business in the Caribbean and Stewardship in Puerto Rico. Examples of semester study abroad affiliate programs promoted by Elon are: International Center for Development Studies (ICDS) in San Jose, Costa Rica and the Alliance for Global Education program in Contemporary India.

[http://www.elon.edu/e-web/academics/international\\_studies/studyabroad/programs.xhtml](http://www.elon.edu/e-web/academics/international_studies/studyabroad/programs.xhtml)

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

---

# Sustainability Literacy Assessment

## Criteria

### *Part 1*

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

### *Part 2*

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

---

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

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

---

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

---

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

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

---

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

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

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

---

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

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# Incentives for Developing Sustainability Courses

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## Responsible Party

**Janet MacFall**

Associate Professor and Director - Center for Environmental Studies  
Environmental Studies and Biology

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## Criteria

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

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

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

---

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

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

Yes

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

Faculty may apply to be a part of the Sustainability Faculty Scholars Program. Faculty members identify a course that he/she would like to modify to include a sustainability component. Selected faculty members are provided with relevant sustainability resources and pedagogies. Faculty members modify selected courses accordingly and teach the course the next semester it is offered. The program has included participants from various disciplines including art, biology, business administration, business law, communications, computing sciences, engineering, English, exercise science, geography, health and human performance, history, leisure and sports management, physics and sociology.

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

Faculty selected for the program will receive a \$1,000 stipend paid during the summer. Faculty members also receive training resources to help incorporate sustainability topics into the course.

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

<http://www.elon.edu/e-web/academics/teaching/susScholars.xhtml>

# Research

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

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

# Sustainability Research Identification

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

### Part 1

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

### Part 2

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

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

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

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

Yes

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

Sustainability explores the dynamic interconnections among environmental, social and economic systems in order to meet the needs of the present without compromising the ability of future generations to meet their own needs. Research includes any inquiry or investigation that makes an original intellectual or creative contribution to a discipline.

Sustainability research focuses on one or more of the three key dimensions of sustainability and furthers our understanding of the interconnectedness of environmental, societal and economic challenges.

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

Yes

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

The Provost Reports for FY 09 and FY 10 (which include scholarly and creative activity of faculty), the Summer Undergraduate Research Experiences (SURE) programs for 2008-2010 and the Spring Undergraduate Research Forum (SURF) programs for 2009-2011 were [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

reviewed for research activity that fits the developed definition of sustainability research. The resulting list for each department/program was sent to the department chair/program coordinator for review and confirmation.

**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://www.elon.edu/e-web/bft/sustainability/ac-courses.xhtml>

# Faculty Engaged in Sustainability Research

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

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

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

24

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

304

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

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

<http://www.elon.edu/e-web/bft/sustainability/ac-courses.xhtml>

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

---

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

From the 10-11 Provost Report:

Barbara Miller and Brooke Barnett, Communications

Miller, Barbara M., Packer, Alissa, and Barnett, Brooke. (2011). "Reporting Risk: Perceptions of Fear and Risk from Health News Coverage." Communication Research Reports, 28 (3), 1-10.

Using actual news coverage of an environmental risk, this experimental study examined whether providing unrelated risk comparisons and information about other sources of the same risk influenced readers' reactions to the coverage. The study suggests stories that provide information on other sources of an environmental contaminant may do little to reduce risk perceptions; however, providing information about the magnitude of the risk at-hand relative to other risks had several communication benefits. Both comparisons lead readers to feel more informed about the risk, and thus better able to make decisions than those who did not see the comparisons. Media implications are explored.

Christina Benson, Management and Neeraj Gupta, Finance

Benson, Christina, Gupta, Neeraj, and Mateti, Ravi. "Does Risk Reduction Mitigate the Costs of Going Green? An Empirical Study of Sustainable Investing." *Southern Journal of Business and Ethics*, 2 (2010): 7-25.

This paper examines the intersection between sustainability and risk management as a key arena where companies can apply sustainability principles to preserve value and gain potential competitive advantage. More specifically, we theorize that a focus on ecologically and socially sustainable business management should also enhance the company's ability to proactively identify and minimize various forms of ecological, social, legal and regulatory risks. The empirical results generally support the theory that sustainable firms listed on the DJSI-US have shown less volatility and have an attractive risk-return profile. Data suggest that the DJSI-US stocks provide stable long-term returns comparable to the market over time and tend to out-perform the market during times of financial downturn.

Toddie Peters, Religious Studies

Peters, Rebecca Todd. "Conflict and Solidarity Ethics: Difficult Conversations on Economics, Religion, and Culture." *College Theology Society Annual*, 56 (2010).

An ethic of "solidarity" can serve as a way of defining human relationships and responsibilities to others in a way that is rooted in interdependence and justice. Economic justice is, at its heart, an issue of systemic transformation that requires we look more carefully at how we have theorized and structured our economies; and an ethic of solidarity requires that we be engaged in working toward structural change in our societies. In examining how an ethic of solidarity might contribute to structural change, this essay develops the tasks of an ethic of solidarity as metanoia, honoring difference, accountability and action.

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

---

# Departments Engaged in Sustainability Research

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

---

## Criteria

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

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

---

## Submission Note:

Graduate Programs are included in the department numbers provided.

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

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

33

**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 :**

---

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

<http://www.elon.edu/e-web/bft/sustainability/ac-courses.xhtml>

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

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# Sustainability Research Incentives

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

### Part 1

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

### Part 2

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

---

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

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

Yes

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

The Sustainability Research Scholars program offers grants to students researching sustainability topics. The research must contribute in meaningful ways to sustainability at Elon and the knowledge base of a given discipline. Students from all disciplines engaged in independent, faculty-mentored undergraduate sustainability research may apply. Each year of the program, a maximum of three grants of \$1,000 each are awarded to students to perform research related to sustainability at Elon University.

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

<http://www.elon.edu/e-web/bft/sustainability/ac-susResScholars.xhtml>

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

No

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

---

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

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# Interdisciplinary Research in Tenure and Promotion

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## Responsible Party

**Tim Peeples**

Associate Provost for Faculty Affairs and Professor - English  
Academic Affairs and Provost's Office

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## 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 :

The criteria for the evaluation of teaching faculty are divided into two levels of priority. All criteria are considered in evaluating faculty. Teaching is given top priority. The second level of priority is contributions to the life of the university and professional activity, each of which is considered necessary and of equal value. In the faculty handbook, the list of indicators for professional activity includes "interdisciplinary study" as an indication of scholarly or artistic activity.

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

[https://www.elon.edu/docs/e-web/academics/facultyhandbook/2011-2012/A015\\_2011\\_Sect\\_2\\_Chap\\_8\\_Evaluation\\_of\\_Teaching\\_Faculty.pdf](https://www.elon.edu/docs/e-web/academics/facultyhandbook/2011-2012/A015_2011_Sect_2_Chap_8_Evaluation_of_Teaching_Faculty.pdf)

# Operations

## Buildings

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

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

# Building Operations and Maintenance

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## Responsible Party

**Robert Buchholz**

Director

Physical Plant

---

## 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" :**

2117259 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 :**

2117259 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 :**

---

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

[OP Cr 1 Sustainable OM Final.pdf](#)

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

---

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

---

**The 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 :**

All buildings are operated and maintained in accordance with the sustainable operations and maintenance guidelines.

# Building Design and Construction

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## Responsible Party

**Brad Moore**

Director

Planning, Design and Construction Management

---

## 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:

LEED certification is in process for the following buildings (162817 square feet): Kivette Hall, William W. Staley Hall, William A. Harper Hall and the Gerald L. Francis Center. Given this, as allowed in the STARS Technical Manual, the square footage of these buildings is not included in the 'new building space that meets eligible buildings criteria'.

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

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

126217 Square Feet

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

31940 Square Feet

## New building space that is LEED Certified :

0 Square Feet

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

*0 Square Feet*

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

*70155 Square Feet*

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

*24122 Square Feet*

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

<http://www.elon.edu/e-web/bft/sustainability/ci-buildings.xhtml>

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

---

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

---

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

---

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

Martha S. and Carl H. Lindner III Hall - LEED NC Gold; Alumni Field House - LEED NC Gold; Loy Center Houses N, O, P, Q, R, S - LEED for Homes Platinum

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

W. Cecil Worsley III Golf Training Center; Elon Law's Clinical Law Center; Powell Building Renovation (2009)

# Indoor Air Quality

## 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 :**

---

**Total occupied building space :**

---

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

---

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

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# Climate

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

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

# Greenhouse Gas Emissions Inventory

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

### Part 1

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

### Part 2

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

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

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

<http://www.elon.edu/e-web/bft/sustainability/ci-climate.xhtml>

### **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? :**

Yes

**If yes, please specify :**

study abroad air travel

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

Yes

**If yes, please specify :**

wastewater generation

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

Yes

**If yes, please specify :**

faculty and staff vehicle business travel

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

No

**If yes, please specify :**

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# Greenhouse Gas Emissions Reduction

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

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

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

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

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

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### Submission Note:

The performance year is FY 10-11.

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

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

17849.10 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 :

2514

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

2837

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

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

20906.50 *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 :**

Start - June 1, 2010; End - May 31, 2011

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

2898

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

3592

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

527

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

June 1, 2010 - May 31, 2011

## Air Travel Emissions

"---" 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? :**

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

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

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## Local Offsets Program

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

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

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**A brief description of the program :**

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

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# Dining Services

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

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

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

# Food and Beverage Purchasing

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## Responsible Party

**Carrie Ryan**

Assistant Director

Auxiliary Services

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## Criteria

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

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

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

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

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"---" 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) :

8.72

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

Elon Dining Services supports local farmers and the community and has implemented a preferential purchasing system that identifies local produce items and the area from which they originate. Preference is placed on food grown within our area, state and then region of the country, in that order. The current sustainable food and beverage percentage is 8.72%. Fair Trade Coffee is sold at all retail locations on campus.

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

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

**Responsible Party**

**Carrie Ryan**  
Assistant Director  
Auxiliary Services

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

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

:

Yes

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

Elon Dining Services incorporated trayless dining during the 2007-2008 academic year and has continued to be trayless in all dining locations.

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

Sept. 1, 2007

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

100

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

100

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

100

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

100

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

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

**Responsible Party**

**Carrie Ryan**

Assistant Director

Auxiliary Services

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

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

Yes

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

Vegan dining options were increased in the dining service options in the 2010-2011 academic year with the addition of a vegan station in one of the dining halls (Harden). Vegan options are available in all dining halls as part of the cycle menu. Starting in the 2011-2012 academic year, there is also a vegan option available at every meal in an additional dining hall (McEwen).

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

<http://www.campusdish.com/en-US/CSSE/Elon/FreshHealthy/>

**Responsible Party**

**Carrie Ryan**

Assistant Director

Auxiliary Services

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

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

Yes

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

Elon Dining Services maintains participation in a countrywide initiative using zero trans fat fryer oil in all of its dining locations on campus since the 2005-2006 academic year. This is in response to research, conducted by Aramark, Elon University's dining services provider, that shows consumers are more concerned than ever with their intake of trans fats.

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

<http://www.campusdish.com/en-US/CSSE/Elon/FreshHealthy/GeneralNutritionInformation.htm>

## Guidelines for Franchisees

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

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

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

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

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# Pre-Consumer Food Waste Composting

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## Responsible Party

**Carrie Ryan**  
Assistant Director  
Auxiliary Services

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"---" 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 :

Elon Dining Services has composted pre-consumer and post-consumer food waste since the 2008-2009 academic year in two of the three dining halls. All food waste from Harden and Colonnades Dining Halls is composted, and Dining Services staff are responsible for separating the compostables. In January 2011, post-consumer composting began in one retail location (Octagon) where the students are responsible for separating the compostables. Plans to expand this to additional retail locations are underway. As of the 2011-2012 academic year, all three dining halls are participating in the composting initiative. The collected food waste is picked-up by a third party for composting. During the 2010-2011 academic year, Dining Services composted 164,640 pounds of waste.

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

88

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

100

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

82

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

100

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

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

# PostConsumer Food Waste Composting

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## Responsible Party

**Carrie Ryan**  
Assistant Director  
Auxiliary Services

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"---" 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 :

Elon Dining Services has composted pre-consumer and post-consumer food waste since the 2008-2009 academic year in two of the three dining halls. All food waste from Harden and Colonnades Dining Halls is composted, and Dining Services staff are responsible for separating the compostables. In January 2011, post-consumer composting began in one retail location (Octagon) where the students are responsible for separating the compostables. Plans to expand this to additional retail locations are underway. As of the 2011-2012 academic year, all three dining halls are participating in the composting initiative. The collected food waste is picked-up by a third party for composting. During the 2010-2011 academic year, Dining Services composted 164,640 pounds of waste.

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

76

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

100

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

63

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

35

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

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

## Food Donation

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### Responsible Party

**Carrie Ryan**

Assistant Director

Auxiliary Services

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*"---" 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 :

Elon Dining Services has for many years donated all food items that would otherwise go to waste over breaks to Allied Churches, which hosts the shelter for homeless individuals and families as well as a daily feeding site for community members. Beginning during the 2010-2011 academic year, Elon Dining Services partnered with Campus Kitchen at Elon University (CKEU) in a weekly food donation effort to supply meals to Allied Churches. During the 10-11 academic year, over 1,000 lbs of food were donated to CKEU.

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

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# Recycled Content Napkins

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## Responsible Party

**Carrie Ryan**  
Assistant Director  
Auxiliary Services

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

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

Yes

## A brief description of the purchasing behavior :

Elon Dining Services has and currently purchases recycled content napkins for use in all dining locations. These napkins are made from 100% recycled paper.

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

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

## Reusable Container Discounts

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### Responsible Party

**Carrie Ryan**

Assistant Director

Auxiliary Services

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

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

Yes

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

In the case a customer brings in a reusable cup/mug/bottle they will receive a discounted rate for their refill (example: \$.79 vs. \$1.59 for a fountain beverage or drip coffee).

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

0.80

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

Elon Dining Services has a reusable to-go container program in all residential dining locations. Students with a meal plan were provided with a reusable stainless steel water bottle at the beginning of the 11-12 academic year for use in all locations.

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

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## Reusable To-Go Containers

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### Responsible Party

**Carrie Ryan**

Assistant Director

Auxiliary Services

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

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

Yes

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

Reusable to-go containers were available at McEwen Dining Hall as part of a pilot program during the 2010-2011 academic year. This program has expanded starting with the 2011-2012 academic year to include all residential dining locations. Elon Dining Services utilizes NSF certified eco-friendly containers, which save waste from landfills with every meal on the run. Students were given a token or reusable container at the start of the year. A token can be turned in for a reusable container. Used/dirty containers are exchanged for a clean container or a token to pick up a clean container later. Information about the process was distributed with the welcome back kit along with a new stainless steel water bottle.

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

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

# Energy

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

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

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

# Building Energy Consumption

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## Responsible Party

**Robert Buchholz**

Director

Physical Plant

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## Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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### Submission Note:

FY 2010-11 is the performance year for this credit.

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

### Total building energy consumption, 2005 :

157409 MMBtu

### Building space, 2005 :

1445653 Gross Square Feet

### Total building energy consumption, performance year :

179600 MMBtu

### Building space, performance year :

2002578 Gross Square Feet

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

Start - June 1, 2010; End - May 31, 2011

## Responsible Party

**Robert Buchholz**

Director

Physical Plant

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## Criteria

Institution supports the development and use of clean and renewable energy sources using any one or combination of the following options.

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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**Submission Note:**

FY 2010-11 is the performance year for this credit.

"---" 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 :**

0.50 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 :**

179600 MMBtu

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

A 5 kW solar photovoltaic panel system is on the roof of Lindner Hall to provide on-site renewable energy for the building.

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

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

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

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

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

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# Timers for Temperature Control

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## Responsible Party

**Mark Terrell**  
Utilities Manager  
Physical Plant

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

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

Yes

## A brief description of the technology used :

Other than residential spaces, all administrative, academic, athletic and dining facilities are scheduled for time of use or occupancy through building automation with set points based on the campus Energy Conservation Policy. Hot Water (HW) & Chilled Water (CHW) valves are Proportional Control based on building occupancy schedules where Energy Management Sensors read:

1. Room return air temperature, humidity, mixed air temperature, supply air temperature;
2. Fan start/stop, fan status, cfm;
3. VSD status (inlet vane damper position);
4. Static pressure;
5. HW & CHW valve position;
6. Damper positions.

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

59

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

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# Lighting Sensors

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## Responsible Party

**Mark Terrell**  
Utilities Manager  
Physical Plant

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

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

Yes

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

Many buildings on campus have lighting sensors. Three primary types are used:

- Ceiling mount motion sensors with light switches at door entrances with dual technology – passive infrared and ultrasonic; 360 degree coverage; adjustable time delay
- Wall switch motion sensors with dual technology for rooms less than 200 square feet
- Ceiling motion sensors with dual technology for rooms more than 200 square feet

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

26

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

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**Responsible Party**

**Mark Terrell**  
Utilities Manager  
Physical Plant

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**Submission Note:**

Elon does not have parking decks.

*"---" 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 :**

Several high-intensity discharge (HID) pole lights along sidewalks have been replaced with LED lamps. LED technology is also being utilized in a few buildings as an alternative to halogen and incandescent bulbs.

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

12

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

---

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

15

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

75

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

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# Vending Machine Sensors

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## Responsible Party

**Mark Terrell**  
Utilities Manager  
Physical Plant

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

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

Yes

## A brief description of the technology used :

The Vending Misers utilized on campus have a custom passive infrared sensor that powers down the vending machine when the area surrounding it is unoccupied and automatically repowers it when the area is reoccupied. A Vending Miser monitors the ambient temperature while the vending machine is powered down. The Vending Miser automatically powers up the machine at appropriate intervals, independent of occupancy, to ensure that the vended product stays cold. Vending Misers are on all campus cold drink vending machines as well as any adjacent snack machines (about 40 different locations).

## The percentage of vending machines with sensors :

100

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

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# Energy Management System

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## Responsible Party

**Mark Terrell**  
Utilities Manager  
Physical Plant

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"--- " 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 :**

Many buildings on campus are tied into a central energy management system for building automation. Physical Plant personnel can make adjustments from an internet connection. The system allows room thermostats to be set to a particular temperature, based on the campus Energy Conservation Policy, with a pre-defined occupant adjustment zone. There are changeable reset schedules for hot water heat and chilled water cooling at time of occupancy. The economizer mode is used with enthalpy control, where applicable.

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

66

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

Air handlers are shut off except if outside of night high/low limits. Boilers, chillers, hot water (HW) and chilled water (CHW) circulating pumps are off unless needed for freeze protection or outside of high/low limits. Exhaust fans are off.

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

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## Responsible Party

**Robert Buchholz**

Director

Physical Plant

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### Submission Note:

21% of building space has all energy metered at the individual building level. 26% of building space has electricity metered at the individual building level.

*"---" 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 :**

Utility billing meters are installed throughout the campus for electricity, water and natural gas which enables the university to know its total energy consumption. A number of buildings on campus are individually metered for all energy (electricity and natural gas). In addition, more than 50 electrical sub-meters have been installed in strategic locations to further define consumption patterns and display them through a real-time online Building Dashboard system.

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

21

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

<http://www.elon.edu/e-web/bft/sustainability/ci-energyUse.xhtml>

# 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

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## Responsible Party

**Tom Flood**

Assistant Director; Director  
Physical Plant; Landscaping and Grounds

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## 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 :

607 Acres

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

244 Acres

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

The goal of integrated pest management is to preserve and protect the landscape, while minimizing personal and environmental impacts, and establish sustainable landscape management practices. The integrated pest management protocol consists of six principles: 1 - identify the pest to be managed, 2 - define the management area, 3 - establish monitoring techniques, 4 - establish thresholds of tolerance (health, economic, aesthetic), 5 - develop predictive models for each target pest and 6 - develop a management plan and schedule for each target pest. Although specific practices vary widely, there are several guidelines.

First, the campus landscape will be maintained to meet established standards of landscape management and appearance. Typically, the thresholds of tolerance will be damage and/or appearance.

Secondly, in accordance with IPM principles, the order of control options should be: plant species options; cultural; physical or mechanical; biorational; biological; and lastly synthetic chemical control.

Thirdly, we will seek new options or products (especially concerning the difficult pest problem of weed control).

The remaining acreage is non-maintained, i.e., woods, fields, parking lots, building footprints, etc.

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

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## Native Plants

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**Responsible Party**

**Tom Flood**

Assistant Director; Director  
Physical Plant; Landscaping and Grounds

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

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

No

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

Plants are selected based upon their proven and demonstrated success to thrive in this heat, hardiness and climatic zone.

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

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**Responsible Party**

**Tom Flood**

Assistant Director; Director  
Physical Plant; Landscaping and Grounds

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

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

Yes

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

Elon preserves and protects wildlife on its campus and provides and protects habitat through such practices as the creation of stormwater detention ponds and the establishment of a 56 acre Elon University Forest. The Forest is a dedicated land preserve and natural area. It serves primarily as a teaching resource and research site for academic programs.

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

[http://www.elon.edu/e-web/academics/elon\\_college/elon\\_forest/default.xhtml](http://www.elon.edu/e-web/academics/elon_college/elon_forest/default.xhtml)

## Tree Campus USA

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

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

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

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

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# Snow and Ice Removal

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## Responsible Party

**Tom Flood**

Assistant Director; Director  
Physical Plant; Landscaping and Grounds

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

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

Yes

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

On sidewalks, power brooms are used whenever possible as they will remove all snow, minimizing or eliminating the need for de-icing materials. Roadways and parking lots are generally plowed and de-icer is only applied when conditions become unsafe, and then as little as possible. When de-icing material must be applied it is applied only by the grounds crew who are trained in the use of spreading equipment, which provides even coverage and minimal product use.

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

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# Landscape Waste Composting

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## Responsible Party

**Tom Flood**

Assistant Director; Director  
Physical Plant; Landscaping and Grounds

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

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

Yes

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

Elon collects and composts 100% of its own yard waste in a facility located on the edge of campus. Annually, between 600 and 800 cubic yards of yard waste material are composted, closing the loop on the University's yard waste as the final compost product is used in campus landscaping to improve soil quality and reduce water and fertilizer requirements.

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

100

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

0

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

<http://www.elon.edu/e-web/bft/sustainability/ci-landGrounds.xhtml>

# Purchasing

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

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

# Computer Purchasing

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## Responsible Party

**Fred Melchor**

Director

Campus Technology Support

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## 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.

---

## Submission Note:

Expenditure information is from FY 11.

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

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

Yes

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

<http://www.elon.edu/e-web/bft/sustainability/ci-purchasing.xhtml>

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

Campus Technology Support is the primary purchaser of desktops, laptops and monitors and follows the guidelines. The preferred models purchased meet EPEAT Silver or Gold. The preference for EPEAT products is in the University's Energy Conservation Policy as well as the Sustainable Purchasing Guidelines.

**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 :**

535298 *US/Canadian \$*

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

3983 *US/Canadian \$*

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

539281 *US/Canadian \$*

# Cleaning Products Purchasing

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## Responsible Party

**David Worden**  
Director  
Environmental Services

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## Criteria

### *Part 1*

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

### *Part 2*

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

---

## Submission Note:

Expenditure information does not include paper products and is from FY 11.

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

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

Yes

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

<http://www.elon.edu/e-web/bft/sustainability/ci-purchasing.xhtml>

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

Environmental Services is the primary purchaser of cleaning products and follows the guidelines. A green cleaning program is used in LEED facilities and is being fully implemented in other buildings in phases. The green cleaning products used as part of that program are used throughout campus. As additional green cleaning products are identified, they are tested for effectiveness and incorporated as appropriate.

**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 :**

18257.89 *US/Canadian \$*

**Total expenditures on cleaning products :**

41942.14 *US/Canadian \$*

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

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# Office Paper Purchasing

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## Responsible Party

**Jeff Hendricks**

Director

Purchasing

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## Criteria

### *Part 1*

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

### *Part 2*

Institution purchases recycled content office paper.

---

#### Submission Note:

Expenditure information includes general use office paper only and is from FY 11.

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

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

Yes

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

<http://www.elon.edu/e-web/bft/sustainability/ci-purchasing.xhtml>

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

The Purchasing Department is the primary purchaser of general use office paper and follows the guidelines. The minimum percentage of recycled content in general use office paper has increased in recent years to where it is now at 50% for the most commonly used sizes.

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

Yes

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

0 US/Canadian \$

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

400 US/Canadian \$

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

65471 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

**Total expenditures on office paper :**

65871 US/Canadian \$

# Vendor Code of Conduct

## Criteria

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

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*"---" 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? :**

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

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

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

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## Historically Underutilized Businesses

"---" 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? :**

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

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

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**Responsible Party**

**Jeff Hendricks**

Director

Purchasing

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

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

Yes

**A brief description of the program :**

The Sustainable Purchasing Guidelines state a preference for locally and/or regionally manufactured products. In addition, the Purchasing Department encourages the use of local businesses when working with departments to procure products and services. Business location as well as cost, quality, adherence to the Sustainable Purchasing Guidelines and other relevant factors contribute to purchasing decisions.

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

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# 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**

**Keith Dimont**  
Supervisor  
Automotive Services

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**Criteria**

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

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

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

---

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

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

18

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

0

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

0

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

26

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

0

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

0

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

17

**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 :**

207

# Student Commute Modal Split

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

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

---

### Submission Note:

This information is based on the fall 2010 commuter habit survey results and represents primary method of transportation.

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

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

79

**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 :**

21

**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 :**

---

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

---

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

---

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

---

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

<http://www.elon.edu/e-web/bft/sustainability/ci-transport.xhtml>

# Employee Commute Modal Split

---

## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

---

## 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.

---

### Submission Note:

This information is based on the fall 2010 commuter habit survey results and represents primary method of transportation.

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

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

10

**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 :**

90

**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 :**

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

---

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

---

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

---

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

<http://www.elon.edu/e-web/bft/sustainability/ci-transport.xhtml>

# Bicycle Sharing

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**Responsible Party**

**Elaine Durr**

Director of Sustainability  
Office of Sustainability

---

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

**Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program? :**

No

**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.) :**

Though there is not a bicycle sharing program, Elon does have a bike rental program through Campus Recreation. Students can rent bikes by the semester or year. There are currently 42 bikes available. The bikes are often all rented on the first day they are available in the fall.

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

[http://www.elon.edu/e-web/students/campus\\_recreation/Outdoor/equiprent.xhtml](http://www.elon.edu/e-web/students/campus_recreation/Outdoor/equiprent.xhtml)

## Facilities for Bicyclists

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**Responsible Party**

**Elaine Durr**

Director of Sustainability

Office of Sustainability

---

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

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

No

**A brief description of the facilities :**

Bike racks are provided near at least one entrance of most buildings on campus. However, indoor and secure bike storage is not provided. Shower facilities and lockers are available for bicycle commuters in the Koury Athletic Center.

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

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# Bicycle and Pedestrian Plan

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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

## Has the institution developed a bicycle plan? :

Yes

## A brief description of the plan :

Elon University was an active participant in the development of the Town of Elon's Bicycle, Pedestrian and Lighting Plan (2008). The plan identifies and prioritizes key opportunities for improving the Town of Elon's (of which the University is a part) bicycle, pedestrian and lighting systems over the next 20 years. The University is playing a role in the implementation of the plan, including financial support.

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

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# Mass Transit Programs

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## Responsible Party

**Keith Dimont**  
Supervisor  
Automotive Services

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*"---" 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) :**

The Elon BioBus System consists of 5 routes available to students, faculty, staff and community members. The buses run on B20 fuel. Three of the routes service local apartment complexes and run Monday through Friday from 7am to 8pm. In 2010-2011 these routes had 43,171 students utilize them. The University Drive Line offers service to local shopping and entertainment centers, including a grocery store and movie theater, and runs Wednesday through Sunday 4pm to Midnight. This route had 8,135 students utilize it during the 2010-2011 school year. The Downtown/East Burlington route provides service to downtown businesses as well as over 25 community partners where students perform community service and runs Monday through Thursday 2:30pm to 6:30pm. In 2010-2011, the first full year of operation, this route had 2,546 students and community members use it.

All routes are free and open to the public.

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

<http://org.elon.edu/transit/biobus/>

## Condensed Work Week

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

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

---

**A brief description of the program :**

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

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## Telecommuting

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

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

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**A brief description of the program :**

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

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## Carpool/Vanpool Matching

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### Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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*"---" 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 :

Elon facilitates carpooling through Elon Zimride, an Elon specific web and map based system that helps users find carpool partners. After a user adds a ride posting, the Zimride system does the matching for him/her and provides a list of other Elon Zimride users with similar ride posts.

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

<http://www.elon.edu/e-web/bft/sustainability/ci-transport.xhtml>

## 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 :**

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

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## Carpool Discount

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

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

---

**A brief description of the program :**

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

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## Local Housing

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

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

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

---

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

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# Prohibiting Idling

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## Responsible Party

**Robert Buchholz**

Director

Physical Plant

---

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

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

Yes

## A brief description of the policy :

Below is a summary of the No-Idling Policy.

### Policy Overview

The following policy is to be followed while using all Physical Plant vehicles and equipment:

- Vehicles will be shut off whenever parked idling time is expected to exceed 20 seconds. An exception is diesel engines. Diesel engines shall not park and idle longer than 3 minutes. See Policy Exceptions.
- Vehicles will not be left idling when unattended (unless operationally required to safely perform a job function).
- Engine warm-up periods will not exceed one minute (provided required airbrake pressure and/or other critical settings have been reached).
- When fueling any vehicle/equipment, operator will not top-off the vehicle past the point that the fuel nozzle overflow safety system shuts down the fueling process.

### Policy Description

All gasoline and diesel powered vehicles and equipment operated by Elon University Physical Plant employees while being used for official business, regardless of size, shall be idled only as necessary to perform the required duties of a given employee's position or the essential function(s) of the equipment.

An operator of an off-road piece of equipment must not cause or allow the off-road equipment to idle at any location for longer than this policy allows unless the manufacturer's recommendation states otherwise. This must be approved in writing by the director/manager of the division.

### Policy Adherence

Supervisors will ensure all employees are informed and adhere to this policy and shall address all non-compliance issues.

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

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## Car Sharing

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### Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

---

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

### **Does the institution participate in a car sharing program, such as ZipCar or HourCar? :**

Yes

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

The Zipcar program has been on Elon's campus since October of 2007. There are currently three vehicles, and they are parked in the Moseley Center parking lot.

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

<http://www.elon.edu/e-web/bft/sustainability/ci-transport.xhtml>

# 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

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## Responsible Party

**David Worden**  
Director  
Environmental Services

---

## Criteria

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

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

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### Submission Note:

For materials disposed as garbage, the University does not receive weight information for all of the containers located on campus. The weight for the containers not weighed was conservatively estimated based on the containers that are weighed. The weight of materials composted for 2005 represents yard waste composting. The weight of materials composted for the performance year (FY 2010-2011) includes food composting and yard waste composting.

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

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

112.76 Tons

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

90 Tons

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

1074.47 Tons

### Weight of materials recycled, performance year :

150.75 Tons

### Weight of materials composted, performance year :

282.32 Tons

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

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

872.84 Tons

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

Start - June 1, 2010; End - May 31, 2011

**On-campus residents, 2005 :**

2514

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

2837

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

391

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

2898

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

3592

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

527

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

June 1, 2010 - May 31, 2011

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

Yes

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

Elon's Sustainability Master Plan includes recommendations (which have since been treated as sub-goals/objectives) in the area of materials and resources conservation, which address waste-reduction. The Sustainability Policy also includes goals to reduce waste under solid waste. Elon has a comprehensive recycling program, composting for pre- and post-consumer food waste, yard waste composting, a move out recycling/reuse program and requires construction waste recycling. Opportunities to expand waste reduction efforts continue to be investigated.

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

<http://www.elon.edu/e-web/bft/sustainability/ci-recycling.xhtml>

## Responsible Party

**David Worden**  
Director  
Environmental Services

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## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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## Submission Note:

This information is based on FY 10-11. The weight provided for materials recycled, composted, reused, donated, resold or otherwise diverted includes composted material (food and yard waste) and recycled materials (paper, cardboard, plastic, aluminum and glass). It does not include the weight of materials collected and donated as part of the Don't Trash It campaign held at the end of each school year. It also does not include other recycled items, such as batteries, printer cartridges and electronics. For materials disposed in a solid waste landfill, the University does not receive weight information for all of the containers located on campus. The weight for the containers not weighed was conservatively estimated based on the containers that are weighed.

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

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

433.07 Tons

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

872.84 Tons

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

Elon has a comprehensive recycling program as well as food composting and yard waste composting programs. Throughout campus there are recycling containers located within buildings and outdoors, as well as at athletic events. Recycling containers are identified by shape, size and color and in many indoor locations blue and green lids and bags. Blue bags and lids typically identify paper recycling. Green bags and lids are used for plastic, aluminum and glass recyclables (bottles and cans). Each residential building has a designated recycling area. Residents are responsible for transporting their recyclables to these locations. Food waste is composted by a third-party off campus, while yard waste composting is managed by University personnel at a facility located on the edge of campus.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Brad Moore**

Director

Planning, Design and Construction Management

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## Criteria

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

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

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

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

1254 Tons

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

351 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 :

Construction and demolition waste diversion is standard practice as part of the University's Green Building Policy and Sustainable Design Guidelines. The above numbers are from FY 10-11 and do not include materials that are donated as part of construction projects.

# Electronic Waste Recycling Program

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

Yes

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

Yes

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

E-waste is recycled through a nearby electronics recycling company that recycles responsibly and does not export e-waste. It is ISO 14001 and 9001 certified as well as R2 and Green Plus certified. The company's employees are provided with the best protective equipment and training is provided to employees to ensure their safety. Audits are performed on all downstream vendors to verify compliance with environmental guidelines. Another company is used for recycling small electronic items, which are collected in bins located on campus. This company also recycles responsibly. All recycling processes meet or exceed governmental regulations and minimize the environmental impact as much as possible. No hazardous materials or obsolete components go overseas for processing or disposal. 99% of all material received is reused or recycled.

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

On a regular basis, Campus Technology collects obsolete and non-working electronic equipment for recycling. Throughout the year, university-owned electronics that are identified for recycling (obsolete or non-working) are collected by Environmental Services. All of this university-generated electronic waste is recycled with the nearby electronics recycling company noted above.

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

There are collection bins on campus for small electronic items such as cell phones, digital cameras, MP3 players, computer speakers, hard drives, CDs, DVDs, CD/DVD drives, disks, headsets, cords, cables and chargers. In addition, at the end of the year during the Don't Trash It campaign, unwanted electronics are collected in partnership with a local non-profit that is a DELL Reconnect location.

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

<http://www.elon.edu/e-web/bft/sustainability/ci-recycling.xhtml>

# Hazardous Waste Management

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## Responsible Party

**Robert Buchholz**

Director

Physical Plant

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## Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? :**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste :**

Laboratories that utilize chemicals have waste minimization plans that include, among other items, the following to reduce waste: choice of experiments to reduce waste, choice of non-hazardous or less hazardous chemicals in procedures and labs, reduction in the purchase of hazardous materials and reduction in the use of cleaning solvents.

Other departments that generate waste, such as the Physical Plant, have also taken steps to reduce generation by using less or non-hazardous products and/or adjusting processes to generate less waste.

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

Hazardous waste pick-ups are coordinated through the Physical Plant and take place at least every 6 months (quarterly for bio-waste). The company that collects the waste is permitted to collect, transport, process and store the waste.

In addition, the following items are collected and recycled with appropriate companies: spent lamps, automotive batteries, used oil and household batteries.

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

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# Materials Exchange

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**Responsible Party**

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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

**Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :**

No

**A brief description of the program :**

While there is not a surplus department or formal office supplies exchange program, excess and/or unwanted office supplies are reused on campus through an informal system. For example, if a department has a box of folders or a filing cabinet that is no longer needed, that department will contact other departments to determine if they can use the unwanted item. Any furniture that is appropriate for reuse is reused on campus.

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

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## Limiting Printing

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### Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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

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

No

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

Elon has a print management system, which has reduced printing in all computer labs and the library by 70% on the Elon campus. Students who want to print more than 3 single sided pages must go to a release station and swipe their Phoenix Card (student ID card) before the requested document will print. Less than 3 sheets will print without going through the print management system. Students are allotted about 500 sheets per semester though it is rare for a student to use all of his or her allotment. There is a per page charge for anything over the allotment. In addition, duplex is the default on all computer lab and library printers. The School of Law campus in Greensboro does not utilize the print management system.

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

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**Responsible Party**

**Elaine Durr**

Director of Sustainability  
Office of Sustainability

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

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

No

**A brief description of the practice :**

Course catalogues and schedules are still printed; however, these documents are available online and the quantity of printing has reduced by about 50% for schedules and about 90% for catalogues.

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

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# Chemical Reuse Inventory

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

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

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**A brief description of the program :**

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

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## Move-In Waste Reduction

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### Responsible Party

**Elaine Turner**  
Director  
Residence Life

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

### Does the institution have a program to reduce residence hall move-in waste? :

Yes

### A brief description of the program :

Students moving into residence halls are provided recycling information per room and are reminded during the move-in process with signage and face-to-face engagement. Trash & recycling locations in each residence hall and campus residential neighborhood are staffed on move-in days to assist new students and parents with proper recycling techniques.

Cardboard recycling trailers are put in each campus residential neighborhood for school opening to collect cardboard used during the moving process.

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

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## Move-Out Waste Reduction

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**Responsible Party**

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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

**Does the institution have a program to reduce residence hall move-out waste? :**

Yes

**A brief description of the program :**

The Truitt Center for Religious and Spiritual Life and Residence Life, along with other campus partners, collaborate to organize 'Don't Trash It!' at the end of the school year. Non-perishable food items, clothing and furnishings in good condition are collected and donated to local food banks and charities.

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

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# Water

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

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

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## Responsible Party

**Robert Buchholz**

Director

Physical Plant

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## Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

## Water consumption, 2005 baseline year :

46408816 Gallons

## Water consumption, performance year :

52011170 Gallons

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

Start - June 1, 2010; End - May 31, 2011

## On-campus residents, 2005 :

2514

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

2837

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

391

## On-campus residents, performance year :

2898

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

3592

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

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

June 1, 2010 - May 31, 2011

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

Yes

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

Elon's Sustainability Master Plan includes recommendations (which have since been treated as sub-goals/objectives) in the area of water conservation, which address water use reduction. The Sustainability Policy also includes goals to reduce water use under stormwater management and water use. Elon has replaced numerous plumbing fixtures with high-efficiency fixtures, uses non-potable water for most irrigation needs and installs high efficiency fixtures in new facilities. Opportunities to expand water use reduction efforts continue to be investigated.

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

<http://www.elon.edu/e-web/bft/sustainability/ci-waterUse.xhtml>

# Stormwater Management

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## Responsible Party

**Tom Flood**

Assistant Director; Director  
Physical Plant; Landscaping and Grounds

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## Criteria

### *Part 1*

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

Yes

**A brief description of the institution's stormwater management initiatives :**

State and local government agencies have mandated stormwater mitigation rules, which define required efforts for stormwater quantity detention and quality improvement. The most significant of these is the extensive use of bio-filtration cells for improvement of water quality and detention. These are required as permanent fixtures on essentially all new projects. The university directs (whenever topographical elevations permit) all storm drainage water into three existing stormwater detention ponds, which are used as the primary irrigation source for the campus.

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

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

No

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

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

No

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

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

Yes

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

Retention ponds consist of three ponds located on campus which are fed by stormwater run-off. These ponds serve as settling basins for sediments and also serve to capture and decompose nutrients or pollutants through the in-pond aquatic vegetation. Each of these ponds is equipped with an irrigation pumping station so the water is further utilized on campus with the landscape acting as a filtration media.

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

No

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

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

Yes

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

Vegetative swales combine turf area and/or plantings to slow stormwater run-off, increase the amount which infiltrates into the soil and filter out suspended sediments or nutrients.

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

Yes

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

Bio-retention basins are designed to take run-off directly from impervious surfaces into a basin filled with a high percolation rate growing media. This captures a significant amount of water and reduces storm surge in the streams allowing the water to escape over a longer period of time while the media and the plants therein act as a filter of sediments and pollutants thereby increasing water quality.

## Waterless Urinals

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### Responsible Party

**Mark Terrell**  
Utilities Manager  
Physical Plant

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

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

Yes

### A brief description of the technology employed :

There are waterless urinals in two campus buildings: Lindner Hall and the Dickson Building (Physical Plant).

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

<http://www.elon.edu/e-web/bft/sustainability/ci-waterUse.xhtml>

# Building Water Metering

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**Responsible Party**

**Robert Buchholz**

Director

Physical Plant

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

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

Yes

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

Utility billing meters are installed throughout the campus for water, which enables the university to know its total water consumption. Several of the buildings on campus (over 80 including residence halls) are individually metered for water.

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

64

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

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# Non-Potable Water Usage

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## Responsible Party

**Tom Flood**

Assistant Director; Director  
Physical Plant; Landscaping and Grounds

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### Submission Note:

The percentage of irrigation water usage from recovered or reclaimed or untreated sources represents calendar year 2011. Elon does not use recovered, reclaimed or untreated water in buildings. Elon does not have central utility plants.

"---" 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 :

Less than 30% of the campus landscape is irrigated, and Elon's automatic irrigation system is completely supplied with reclaimed stormwater. The majority of the stormwater from Elon's campus is directed into three man-made ponds on campus, and these ponds are then connected to the irrigation system. This system is beneficial to the local watershed in that it prevents sediment and other materials from entering nearby natural waterways.

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

88

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

0

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

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

<http://www.elon.edu/e-web/bft/sustainability/ci-landGrounds.xhtml>

## Xeriscaping

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :**

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**A brief description of the program or practice :**

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

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# Weather-Informed Irrigation

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## Responsible Party

**Tom Flood**

Assistant Director; Director  
Physical Plant; Landscaping and Grounds

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

### **Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :**

Yes

### **A brief description of how weather data or sensors are used :**

The stormwater irrigation system is controlled by a centralized Toro Sentinel system. This system is connected to an on-site weather station which is used to calculate evapotranspiration rates which can be used to calculate the length of irrigation periods. It is also connected to flow meters so leaks are automatically detected; when leaks are detected, the system shuts itself off. All of these features help minimize waste by irrigating only when needed.

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

<http://www.elon.edu/e-web/bft/sustainability/ci-landGrounds.xhtml>

# Planning, Administration & Engagement

## Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

## Does the institution have a sustainability committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

Elon University's Environmental Advisory Council is a standing Council whose members are appointed by the President. Members typically serve a two-year term. The role of the Council is to raise awareness of environmental issues and sustainable practices and promote environmental awareness. The Council may make recommendations to the President on new sustainability initiatives to undertake or improvements to current ones.

## Members of the committee, including affiliations :

Kyle Altmann, Associate Professor, Physics

Robert Buchholz, Director of Physical Plant

Elaine Durr, Director of Sustainability

Andrew Fischer, Student Representative, Class of 2014

Angel Garcia, Assistant Director of Residence Life - East Area

Greg Hlavaty, Lecturer, English

Brad Moore, Director of Planning, Design and Construction Management

Alison Morrison-Shetlar, Dean, Elon College, the College of Arts and Sciences and Professor of Biology

Gary Palin, Senior Lecturer in Entrepreneurship and Executive Director of the Doherty Center for Entrepreneurial Leadership

Lindsay Spiers, Student Representative, Class of 2013

Gerald Whittington, Chair, Senior Vice President for Business, Finance and Technology and Associate Professor

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

<http://www.elon.edu/e-web/bft/sustainability/policy.xhtml>

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

Yes

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

The Office of Sustainability's mission is to advance sustainability at Elon by helping to streamline and improve university operations and developing and fostering educational programs. The Office works toward this mission by collaborating across the campus and overseeing and coordinating sustainability programs and initiatives. Key areas of focus include: reducing greenhouse gas emissions, conserving resources and educating the community.

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

1

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

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

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

Yes

**Sustainability coordinator's name :**

Elaine R. Durr

**Sustainability coordinator's position title :**

Director of Sustainability

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

The Director of Sustainability proposes and prioritizes environmental projects to create a unified strategy to move Elon towards sustainability in the most efficient and effective manner. This involves supporting and encouraging existing programs, researching proposed projects and advising on policies within the area of sustainability. The Director plans activities and events to raise awareness of sustainability issues; maintains the sustainability website; coordinates and tracks the University's carbon reduction and sustainability plans, which includes conducting a yearly greenhouse gas emissions inventory; and manages the Zipcar program (car sharing), Zimride program (ride sharing) and Eco-Reps program (student peer education program for sustainability). The Director also serves as staff to the Environmental Advisory Council, a resource for faculty and staff on sustainability and the University's liaison for sustainability both on and off campus.

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

<http://www.elon.edu/e-web/bft/sustainability/staff.xhtml>

## Responsible Party

**Gerald Whittington**

Senior Vice President for Business, Finance and Technology and Associate Professor  
Business, Finance and Technology

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## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

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

2009

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

Yes

## A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :

The Elon Commitment Strategic Plan is organized around eight themes. One of the themes is significantly enhancing Elon's campus with premier new academic and residential facilities and a commitment to protecting our environment. The relevant key objective under this theme is implementation of the Sustainability Master Plan. During the next decade, Elon will implement the challenging and environmentally responsible recommendations of the Sustainability Master Plan, including a study of geothermal technology and the creation of a land preserve, the Elon University Forest, to protect a large expanse of green space north of University Drive.

## 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 :

The Elon Commitment Strategic Plan is organized around eight themes. One of the themes is an unprecedented university commitment to diversity and global engagement. The key objectives under this theme are: double need-based financial aid, provide 100% study abroad access, triple international student enrollment and create a campus community that better reflects the world's diversity, be a national leader in preparing students to succeed in a multicultural world, build a multi-faith center and promote interfaith dialogue and develop the Elon Academy as a national model.

**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 :**

The Elon Commitment Strategic Plan is organized around eight themes. One of the themes is stewarding Elon's commitment to remain a best-value university. The key objectives under this theme are: successfully complete the Ever Elon Campaign; implement a strong, creative financial model and at least triple the Elon University endowment. Elon enjoys a remarkable combination of "values and value." The tuition rate is \$10,000 - \$15,000 below other private universities and within range of non-resident tuition rates at flagship state universities. Elon is committed to guarding that price advantage. The objective to double need-based financial aid, which is under another theme within the plan, also contributes to the economic dimensions of sustainability.

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

<http://www.elon.edu/e-web/administration/president/strategicplan2020/default.xhtml>

# Physical Campus Plan

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## Responsible Party

**Gerald Whittington**

Senior Vice President for Business, Finance and Technology and Associate Professor  
Business, Finance and Technology

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## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

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

Yes

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

The campus master plan was developed using certain "General Planning Principles" and "Physical Planning Guidelines" that were derived from the previous campus master plans and new emphasis in sustainability. In part, these included:

### General Planning Principles

- LEED principles will be adopted.
- The campus should continue to be pedestrian oriented.

### Physical Planning Guidelines

- Maintain generous space between buildings
- Consider establishment of an Elon University Forest
- Consider development of a solar farm
- Move parking to the periphery of campus and plan for increased bus ridership
- Consider creation of an outdoor gathering space between the Koury Center and Moseley Center
- Anticipate the need for student transportation for internships and volunteer work
- Promote open and interactive design

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

2009

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

<http://www.elon.edu/e-web/bft/cmdept/planning.xhtml>

# Sustainability Plan

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

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

Yes

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

The Sustainability Master Plan was developed by the Environmental Advisory Council, which included faculty, staff and student representatives, in 2006-2007. During its development, a draft plan was made available to the campus community and open forums were held to obtain feedback and input on the plan.

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

The overarching goal of the Sustainability Master Plan is to minimize the university's impact on the global environment by establishing a carbon neutral university. The Council focused on developing campus strategies to accomplish at least three goals:

1. Elimination of net carbon emissions. The campus should have the goal of becoming carbon neutral within the next 30 years.
2. Inform the campus constituencies (faculty, students and staff) of the issues of sustainability from a variety of perspectives: a. scientific information and implications, b. policy factors and implications, c. practical living accommodations and changes in behavior and d. economic costs and avoidances.
3. Identify initiatives that can be undertaken to address the issues of sustainability on the campus.

With these broad goals in mind, recommendations (which have since been treated as sub-goals/objectives) were developed in the following areas:

- I. Carbon Neutrality
- II. University Organizational Structures
- III. University as a Teaching Tool

- IV. Partnership with Others
- V. Energy and Atmosphere
- VI. Materials and Resources Conservation
- VII. Indoor Environmental Quality
- VIII. Site Protection
- IX. Water Conservation
- X. Green Purchasing
- XI. Green Building
- XII. Student Activities
- XIII. Communication
- XIV. Curriculum

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

Progress is tracked by monitoring the status of the sub-goals/objectives under each of the defined areas on a regular basis. The following three statuses are used (along with comments, as necessary): green - complete, yellow - in progress and red - no action/activity.

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

<http://www.elon.edu/e-web/bft/sustainability/policy.xhtml>

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

2007

# Climate Action Plan

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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### Submission Note:

The baseline year for GHG emissions reductions is FY 2008. The first target year is FY 2015.

"---" 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 :

In keeping with the Sustainability Master Plan completed in 2006-2007, the long-term goal of the Climate Action Plan is to establish a carbon neutral university by 2037 (within 30 years of when the Master Plan was developed). The plan outlines emission reduction strategies in the following areas: energy, transportation, solid waste and other sources. It also includes recommendations for strategies to incorporate climate change and sustainability into education, research and community outreach.

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

Near-term interim emission reduction targets for net emissions (calculated from a FY 2008 baseline) are identified as follows in the plan:

2015 – 5%

2020 – 18%

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

2010

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

Yes

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

The Scope 1, 2 and 3 emissions included in Elon's GHG emissions inventory are included in the commitment: Scope 1, Scope 2 and Scope 3 (commuting travel, faculty and staff business travel, study abroad travel, solid waste disposal, wastewater generation).

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

5%

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

Jan. 1, 2008

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

41404 MTCDE

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

Jan. 1, 2015

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

<http://www.elon.edu/e-web/bft/sustainability/ci-climate.xhtml>

# Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

# Diversity and Equity Coordination

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## Responsible Party

**Brooke Barnett**

Senior Fellow for Diversity and Global Engagement; Associate Professor  
Office of the President; School of Communications

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## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

## Does the institution have a diversity and equity committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The Diversity Council has five active committees that report to the Diversity Council: Curriculum and Pedagogy, Recruitment and Retention of Students, Hiring and Retention of Faculty and Staff, Institutional Messaging and Campus Climate and Assessment.

### Working statement

Diversity is an essential component of the educational experience of our students and a key aspect of academic and workplace excellence. Elon strives to be a caring and inclusive environment where differences are valued and integrated throughout the university through a culture of inclusion where all individuals feel respected, are treated fairly and are provided an opportunity to excel.

### Vision

Elon embraces and promotes diversity as a core value and as an essential component of academic excellence. We strive to achieve cultural competence and global understanding, reflecting humanity in all its richness. We believe learning to understand, respect and communicate with all people are critical elements of an Elon education and effective global citizenship.

### Council Definition of Diversity

Diversity is an essential component of the educational experience and a key aspect of academic and workplace excellence. A diverse environment is caring and inclusive; differences are valued and integrated and infused throughout the university culture, and all individuals feel respected, are treated fairly and are provided an opportunity to excel. A diverse Elon campus community includes, but is not limited to, age, disability, ethnicity, gender, gender identity, nationality, race, religion, sexual orientation and socioeconomic standing.

### Guiding Principles:

1. We value difficult and challenging discussions.
2. We value institutional structures that reflect and support individual definitions of identity and inclusivity.
3. We value the transparency of difficult stories and dialogues about diversity.
4. We value Elon experience stories – the good, bad and indifferent – from the entire Elon community, including faculty, staff and students.

5. We value an Elon approach to issues of diversity that supports engagement and community.
6. We value messages of diversity that are unspoken and non-verbal through institutional support, structure and representation.

The Presidential Diversity Council is charged with:

- 1) advising the President and Senior Staff on matters of diversity, equity and inclusion.
- 2) monitoring progress on the diversity strategic plan.
- 3) taking a proactive look at issues of diversity, equity and inclusion.

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

Neima Abdulahi (Student)  
Brooke Barnett (Chair of Diversity Council, Senior Fellow for Diversity and Global Engagement)  
Cindy Barr (Assistant Dean of Admissions)  
Larry Basirico (Professor, Sociology)  
Mary Jo Festle (Professor, History)  
Kenn Gaither (Associate Dean, Communications)  
Dan Koehler (Student)  
Ashley Hairston (Associate Professor, English and Law and Humanities)  
Michael Rodriguez (Assistant Professor, Business)  
Jean Rohr (Associate Professor, Education)  
Jeff Stein (Special Assistant to the President)  
Gerald Whittington (Senior VP for Business, Finance and Technology)  
Leon Williams (Director, Multicultural Center)

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

[http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/diversity\\_council.xhtml](http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/diversity_council.xhtml)

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

No

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

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

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

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

Yes

**Diversity coordinator's name :**

STARS Reporting Tool | AASHE | Sierra Magazine

Brooke Barnett

**Diversity coordinator's position title :**

Senior Fellow for Diversity and Global Engagement

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

The Senior Fellow for Diversity and Global Engagement is charged with assessing current policies and practices in place in hiring, curriculum, student recruitment and retention, and the campus climate. The Fellow is also charged with designing and implementing new policies and practices regarding these areas to prepare Elon University to be a leader in diversity and global engagement.

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

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# Measuring Campus Diversity Culture

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## Responsible Party

**Libby Joyce**  
Assistant Director  
Institutional Research

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## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

## **Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :**

Yes

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

Elon University is committed to creating a pluralistic and inclusive environment for every member of the campus community. We seek to cultivate a campus climate that fosters the inclusion and engagement of everyone, regardless of individual differences in order to achieve the highest level of academic excellence.

Elon University's Office of Institutional Research assists with institutional surveying efforts. The following are annually administered surveys which address diversity and equity in several questions. The Freshmen Survey is a national survey administered to first-year students each Fall. Your First College Year is a national survey administered to first-year students each Spring. The National Survey of Student Engagement is a national survey administered to first-year students and seniors each Spring. The Higher Education Research Institute (HERI) Faculty Survey is administered every third year. In addition, the Elon University Multicultural Center regularly seeks feedback from students. For example, they administered a survey focusing on diverse experiences and perceptions of undergraduate students in Spring 2011. The Elon University Diversity Council conducted student focus groups and administered a student survey in Fall 2011 concentrating on the University's campus climate as related to diversity and plans to address faculty/staff within this academic year (2011-12).

## **Year the assessment was last administered :**

2011

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

For institutional surveys, results are analyzed and aggregated by the Office of Institutional Research and are shared with Senior Staff where the information springboards further conversation, research and action. Additional University committees and departments review the data and generate their own localized action plans. New positions have been created as a result of triangulating such data. A Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Office and Coordinator are dedicated to serving the entire Elon community and to developing initiatives to further enhance Elon's commitment to diversity. The Assistant Director of Human Resources for Employee Relations will support the mission and the long range plan of the University through the development and implementation of programs that promote and sustain the University's commitment to diversity among its students, faculty and staff. Results from the aforementioned Multicultural Center survey were used to aid in a retention analysis and helped shape classroom practices and programs.

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

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# Support Programs for Underrepresented Groups

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## Responsible Party

**Evan Heiser**

Assistant to the Vice President for Student Life and Dean of Students  
Student Life

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

## Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :

No

## A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :

1. S.M.A.R.T (Student Mentors Advising Rising Talent): Peer mentoring program designed to mentor minority first-year students.
2. Watson/Odyssey Scholarship Program: Cohort program for first-generation, low-income students.
3. SPECTRUM: Student affiliate group for Gay, Lesbian, Bi-sexual, Transgender, Queer and Allies.
4. Black Cultural Society: Organization for Black students.
5. Latin American Student Organization: Student group for Latina/Latino students.
6. Hillel: Jewish organization for students.
7. Muslim Student Association: Muslim organization for students.
8. National Pan-Hellenic Council: Elon houses 7 of the 9 national historically Black fraternities and sororities.
9. Disabilities Services: A disabilities services coordinator develops programming and services for students with disabilities.
10. El Centro de Espanol: "El Centro" is an academic and social setting where non-native speakers can come to learn Spanish and speak in Spanish. "El Centro" offers free Spanish classes for faculty, staff and students as well as cultural programming.

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

At this time, Elon does not have specific programs for underrepresented faculty; however, the Center for the Advancement of Teaching and Learning does offer advising and mentoring for all faculty. The mentoring program focuses on diverse topics within academia and university life.

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

At this time, Elon does not have specific programs for underrepresented staff.

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

<http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/default.xhtml>

# Support Programs for Future Faculty

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## Responsible Party

**Brooke Barnett**

Senior Fellow for Diversity and Global Engagement; Associate Professor  
Office of the President; School of Communications

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

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

Pre-Doctoral and Post-Doctoral fellowships are available for teacher-scholars from diverse backgrounds who have completed all requirements for the Ph.D. except the dissertation or who have recently completed a Ph.D. or MFA. Fellowships are available in all programs, including departments in: Elon College, the College of Arts and Sciences; the School of Communications; the School of Education; and the Martha and Spencer Love School of Business. These fellowships are not applicable to the Elon University School of Law. Fellows teach one course each in fall, winter and spring semesters; work on their research; and participate in departmental and university life. A team of faculty mentors provides support for teaching and scholarship interests. Fellows receive an annual \$34,000 stipend, an office with computer and printer, library privileges and free cultural and sporting events on campus as well as professional development support.

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

[http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/diversity\\_fellow\\_ad.xhtml](http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/diversity_fellow_ad.xhtml)

# Affordability and Access Programs

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## Responsible Party

**Evan Heiser**

Assistant to the Vice President for Student Life and Dean of Students  
Student Life

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## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?**

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Yes

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

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**A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :**

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**A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :**

During the Multicultural Leadership Diversity Conference hosted by Elon, the Multicultural Center staff at Elon University hosts workshops and trainings for faculty and staff on how to support low-income and first-generation students. This team also promotes [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

workshops on national college access trends for faculty and staff to show the need for local community partnerships.

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

The Elon Academy is a college access and success program for academically promising high school students in Alamance County with a financial need and/or no family history of college.

[http://www.elon.edu/e-web/academics/elon\\_academy/default.xhtml](http://www.elon.edu/e-web/academics/elon_academy/default.xhtml)

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

Elon University's Watson and Odyssey Four Year Cohort Program supports affordability for low-income and first-generation students. Scholars have their full financial need met by grants from university, federal and state sources and federally guaranteed loans. Each Scholar also receives a \$2,000 educational stipend, a \$4,000 study abroad grant and peer and administrative support. Three cohorts of ten enter Elon each Fall, and Elon hosts a Summer Bridge Program for one week in July to better prepare Watson/Odyssey Scholars for their transition to college. The Watson/Odyssey program uses a peer support model coupled with administrative support and a thorough four-year curriculum:

#### **First Year Curriculum: Identity Development and Acclimation**

During the first year, Scholars meet once a month in their cohort to develop a better sense of self, find a niche at Elon University and have identified peer, faculty and staff supports. Through their cohort, Scholars identify their own unique skills, values and experiences and understand how their unique experiences add value to Elon University.

Also during the first year, Scholars take part in the SMART mentoring program and the Academic Enrichment Program. These programs provide holistic student support to ensure Scholar success.

#### **Sophomore Year Curriculum: Active Leadership**

During the sophomore year, Scholars continue to meet once a month as a cohort. As sophomores, Scholars are highly involved on campus and thus the focus of this year is to produce an "active leader." This concept means producing a Scholar who will be able to effectively lead groups on campus, be able to be a leader in the classroom and be able to challenge the status quo. Active leadership makes Scholars question the "so what" of leading: what difference is your leadership making on this campus and beyond? In order to give students an applicable way to use their leadership skills and in preparation of their junior year study abroad experience, the sophomore Scholars participate in a week long service trip to an underserved area of the United States.

During this trip, Scholars explore how their privilege can have power in others' lives as well as understanding and observing different systems of oppression such as social, economic and political. Understanding these concepts will allow students to make deeper meaning of their abroad experiences as well as how they can use their leadership to make change.

#### **Junior Year Curriculum: A Global Perspective of Social Justice**

Scholars are expected to study abroad their junior year. In order to prepare Scholars' minds to engage in a different culture, Scholars read a "global" book during the summer and spend the Fall semester discussing the global and cultural issues in the reading. The junior year curriculum provides Scholars with the necessary global perspective to process their experience abroad. Scholars are challenged to use their global perspective of social justice knowledge to become activists, allies and advocates for populations in need.

### Senior Year Curriculum: Personal and Professional Development

The senior year curriculum focuses on preparing Scholars for life after Elon University. Scholars receive individualized career and professional coaching. All Scholars learn how to navigate the job process as well as graduate school processes. Scholars are also trained in personal financial management and living independently.

### Watson and Odyssey Legacy Nights

Once a month, Watson and Odyssey Scholars meet as an entire group to foster collective identity, community and to share their impact on campus. Legacy nights provide opportunities for all Scholars to support each other and harness their collective skills to impact Elon's campus.

[http://www.elon.edu/e-web/students/multicultural\\_resources/cohortprogram.xhtml](http://www.elon.edu/e-web/students/multicultural_resources/cohortprogram.xhtml)

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

Parents are directly linked to the Director of the Watson/Odyssey program. The Director is able to work with low-income and first-generation parents through the college transition and four year process.

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

Elon Admissions works with college access non-profits to support a "fly-in" program for low-income students from across the country to help gain access to college. This past year, 6 juniors from the New Jersey SEEDS foundation came to Elon to experience campus life.

### **A brief description of the institution's other admissions policies and programs :**

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### **A brief description of the institution's other financial aid policies or programs :**

In the Spring of 2011, Elon University doubled need-based scholarships to provide more opportunities for low-income students.

[http://www.elon.edu/e-web/admissions/FinancialAid/endowed\\_scholarships.xhtml](http://www.elon.edu/e-web/admissions/FinancialAid/endowed_scholarships.xhtml)

### **A brief description of the institution's other policies and programs not covered above :**

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### **The website URL where information about programs in each of the areas listed above is available :**

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# Gender Neutral Housing

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## Responsible Party

**Elaine Turner**

Director

Residence Life

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*"---" 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 :**

While Elon University does not offer specific gender neutral housing, on an individual basis we provide accommodations to the unique needs of any students.

Elon currently offers the option for students to create a themed living environment in the Danieley Center Halls focused on a passion, hobby or interest. These suites house eight people in double rooms and can be co-ed by suite (each room is single gender).

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

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# Employee Training Opportunities

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**Responsible Party**

**Leon Williams**

Director

Multicultural Center

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

**Does the institution make cultural competence trainings and activities available to all employees? :**

Yes

**A brief description of the cultural competence trainings and activities :**

The Human Resources Department, in collaboration with the Multicultural Center, provides trainings for faculty and staff in the areas of ethnic and racial diversity, sexual and gender diversity, awareness of bias, cultural communication and reporting bias. Likewise, the Coordinator of Disabilities Services hosts a disability awareness month with programming and trainings for faculty and staff. The Center for the Advancement of Teaching and Learning also hosts training sessions for faculty on inclusive classrooms every fall and spring semester.

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

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# Student Training Opportunities

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## Responsible Party

**Melissa Jordan**  
Assistant Director  
Multicultural Center

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

## Does the institution make cultural competence trainings and activities available to all students? :

Yes

## A brief description of the cultural competence trainings and activities :

The Multicultural Center (MCC) has a plethora of opportunities for students to be trained in diversity competence. The MCC program D.E.E.P (Diversity Emerging Education Program) trains student, faculty and staff to be facilitators of the D.E.E.P IMPACT video. The D.E.E.P IMPACT video was written and produced by Elon students on the topics of race, class, gender, ability and sexual orientation. Faculty can request to have D.E.E.P IMPACT shown in their classroom with a D.E.E.P student as the facilitator. D.E.E.P is used in most of Elon's first-year seminars. D.E.E.P also provides programming throughout the year called Difficult Dialogues. These are student led discussions about diversity topics. Last year's topics included: "White Privilege", "Is the Greek System Racist?" and "The Latin American Student Experience." D.E.E.P annually hosts an event called "Tunnel of Oppression." Elon community members walk through campus and experience different sources of oppression. After each section, the topic is debriefed with participants by D.E.E.P students, faculty and staff.

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

[http://www.elon.edu/e-web/students/multicultural\\_resources/deep.xhtml](http://www.elon.edu/e-web/students/multicultural_resources/deep.xhtml)

# Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<b>Credit</b>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

# Sustainable Compensation

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## Responsible Party

**Ron Klepczyk**

Director

Human Resources

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## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

Policies and practices adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

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

1588

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

1588

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

Elon University strives to comply with all laws governing compensation and pay practices, including the Fair Labor Standards Act (“FLSA”). FLSA governs compensation in many ways including establishing minimum wage, requiring overtime pay for non-exempt (hourly) employees and establishing pay classifications and accompanying rules on deductions for those classified as exempt (salary) or nonexempt (hourly).

Elon University makes every effort to assure that salaries are competitive with those in the community, local industry and peer institutions. Therefore, a minimum annual salary (and maximum annual salary) for each pay grade was established. Elon also collaborated with the contracted food service vendor and campus book store to use the same overall minimum salary so that they would

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

be aligned with the university's initiative. The pay ranges were determined using local, regional and national surveys. These are reviewed and adjusted periodically.

For example, Elon University periodically utilizes the College and University Professional Association for Human Resources' Annual Salary Survey and the Employment Security Commission's bi-annual surveys to compare salaries with similar colleges and universities in Elon's geographic region. Elon also seeks to identify salaries for some common positions at peer institutions to assure that the institution is competitive in the marketplace.

Since establishing the pay grades, the university has had a salary pool each year, and Elon's employees have been awarded annual increases based on the amount of that pool taking into consideration the Consumer Price Index as well as merit considerations. There have been no layoffs at Elon, despite the recent tough economic circumstances.

The Human Resources Department of Elon University will be focusing on its current salary administration program during the 2011-12 academic year and conducting an in-depth evaluation. Once evaluations are completed and it is determined if adjustments need to be made, the Director of Human Resources will submit recommendations to the Senior Vice President for Business, Finance and Technology for consideration.

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

2010

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

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# Employee Satisfaction Evaluation

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## Responsible Party

**Libby Joyce**

Assistant Director  
Institutional Research

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

## Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

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

Elon University regularly conducts evaluations to gain information and enhance services for employees.

The Higher Education Research Institute (HERI) Faculty Survey gathers faculty perspectives on institutional climate, sources of stress and satisfaction, student interaction and teaching methods. This survey is conducted every three years, with our most recent administration in 2011.

The Chronicle of Higher Education's annually administered survey, Great Colleges To Work For, measures the extent to which employees are involved and engaged in the organization and ultimately, the quality of the workplace experience.

The News and Record Top Workplaces survey explores communication with employees, satisfaction with benefits and satisfaction with employer, senior management and supervisor, with an overall satisfaction rating.

The Elon University Health Insurance Survey is administered annually by Human Resources, with assistance from Institutional Research, to assess satisfaction with employee benefits and the university's wellness program.

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

2011

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

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# Staff Professional Development in Sustainability

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## Responsible Party

**Elaine Durr**

Director of Sustainability  
Office of Sustainability

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## Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
  - The opportunity to participate in an institutional sustainability committee or group
- 

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

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

Yes

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

Starting in the fall of 2011, the Office of Sustainability, in partnership with the Leadership and Professional Development Office, began offering staff professional development opportunities on sustainability. The session, entitled Creating a More Sustainable Workplace, educates participants about Elon's sustainability program and how they can be a Sustainability Leader in their office. Participants are encouraged to take the information gained back to their departments/offices along with a Sustainable Workplace Assessment Tool. The Tool helps departments/offices identify their accomplishments and areas for improvement. Additional sessions may be developed based on participant feedback and campus community need.

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

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# Sustainability in New Employee Orientation

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

**Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :**

Yes

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

During new employee orientation, a brief overview of Elon's commitment to sustainability is provided. In addition, new employees are provided information on recycling, energy conservation and alternative transportation programs. The materials provided to new employees include an information sheet that summarizes the sustainability topics covered in the orientation session and serves as a resource for new employees after the session. In addition, new employees are provided with Elon's campus sustainability tour map and are encouraged to get involved in Elon's sustainability efforts. Information about sustainability is also on the Human Resources web site.

**The website URL for the information about sustainability in new employee orientation :**

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# Employee Sustainability Educators Program

## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

**Total number of people employed by the institution :**

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

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

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

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

---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## Childcare

"---" 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? :**

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**A brief description of the child care program, policy, or practice :**

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

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# Employee Wellness Program

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## Responsible Party

**Ron Klepcyk**  
Director  
Human Resources

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

### **Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :**

Yes

### **A brief description of the employee wellness program, policy, or practice :**

Well U offers holistic wellness programming for Elon University employees and retirees as a work place benefit. The mission of the wellness program is to promote a culture and climate where faculty/staff can become more engaged in healthy lifestyle behaviors through the provision of health and wellness resources and information. We believe in a holistic approach to wellness which will enhance work/life balance for our university community. For example, Well U offers services such as Physician Assistant appointments (to treat minor illnesses such as flu, colds, etc.), Well Check Screenings, Massage Therapy and Employee Assistant Counseling Programs. Well U activities offered include Educational Lunch and Learns, Movement Classes (Zumba, Yoga, Pilates, Weight Lifting) and Wellness Challenges, such as the Step-It-Up program.

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

<http://www.elon.edu/e-web/bft/wellness/>

# Socially Responsible Retirement Plan

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## Responsible Party

**Stephanie Page**  
Associate Director  
Human Resources

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

## Does the institution offer a socially responsible investment option for retirement plans? :

Yes

## A brief description of the socially responsible investment option for retirement plans :

Elon provides its employees with a TIAA-CREF 403B retirement plan. The CREF Social Choice Account uses specific environmental, social and governance criteria, to seek out companies that are strong stewards of the environment; devoted to serving the local communities; committed to high labor standards; and dedicated to producing high-quality and safe products. The CREF Social Choice account is an option for all employees participating in the 403B retirement plan.

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

<http://www.elon.edu/e-web/bft/hr/retirementPlan.xhtml>

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

**Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?**

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

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

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

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

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# Shareholder Advocacy

## Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

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

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

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :**

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**Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :**

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

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**A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :**

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**The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :**

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# Positive Sustainability Investments

## Criteria

Institution invests in any of the following:

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

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

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

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

**Total value of the investment pool :**

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

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

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

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

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

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

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

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## Student-Managed Sustainable Investment Fund

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

**Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :**

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

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

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# Sustainable Investment Policy

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

**Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :**

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

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

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## Investment Disclosure

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

**Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :**

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

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

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# Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

# Community Sustainability Partnerships

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

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

## Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

## A brief description of the institution's sustainability partnerships with the local community :

Elon University has a number of partnerships in the local community that help advance sustainability. Several of those partnerships are through the Kernodle Center for Service Learning and Community Engagement and involve students regularly doing service, often through academic service-learning courses, at local non-profit organizations. Three of those organizations are The Center for Education, Imagination and the Natural World at Timberlake Farm, Sustainable Alamance and Allied Churches. The Center for Education, Imagination and the Natural World at Timberlake Farm offers programs for children and adults to foster a connection between humans and the earth. The vision of Sustainable Alamance is to build a stronger and more sustainable community not only by promoting wise use of local, natural and economic resources, but by identifying, developing and including underutilized human resources that are effectively prevented from participating in the local economy. Allied Churches hosts the shelter for homeless individuals and families as well as a daily feeding site for community members. They partner with Campus Kitchen at Elon University (CKEU), which provides meals once a week for shelter guests. CKEU is an on-site service opportunity through the Kernodle Center for Service Learning and Community Engagement for students, faculty and staff. CKEU collects food from Aramark Dining Services, a local certified-organic farm and other community partners. The program has a staff coordinator as well as a student executive board (3 students) and student leadership team (11 students). In the first year of operation (10-11), CKEU donated 525 meals, 1,974.50 pounds of food and 326 hours of service to Allied Churches.

The University has had a chapter of Habitat for Humanity since 1989. In partnership with the local county affiliate of Habitat for Humanity, Elon University volunteers have raised funds for and built twenty homes in Alamance County.

The Periclean Scholars Class of 2011 initiated a partnership, which continues, with a local middle school to promote environmental education by creating an outdoor classroom and garden for the students. The project seeks to engage students in academic learning by linking concepts to the garden and environmental issues.

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

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# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**Elaine Durr**

Director of Sustainability  
Office of Sustainability

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## Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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

### **Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community? :**

Yes

### **A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions :**

Elon University staff and faculty from several departments have given presentations on sustainability-related topics at a number of state, regional and national conferences including, but not limited to, the Association for the Advancement of Sustainability in Higher Education (AASHE), the Association of Physical Plant Administrators (APPA), the Association to Advance Collegiate Schools of Business (AACSB) and the Ecological Society of America (ESA). Topics have included sustainability planning, stormwater irrigation, community partnerships, composting, sustainable landscape management, faculty development and sustainable construction among others. The Director of Sustainability has collaborated with colleagues at other institutions for conference presentations on the topic of developing and maintaining Eco-Reps (sustainability peer education) programs. The Assistant Director of the Physical Plant/Director of Landscaping and Grounds chaired the task force for an APPA publication: Operational Guidelines for Educational Facilities: Grounds. He collaborated with authors from other universities to include 2 new chapters on sustainability: Sustainable Grounds Operations and Green Fuels, Vehicles and Equipment. Elon has also submitted case studies on waste reduction, print management, energy competitions and Eco-Reps programs to the National Wildlife Federation's Campus Ecology sustainability case study database.

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

AASHE, Southeast Sustainability Network, National Wildlife Federation's Campus Ecology Network

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

Elon participated in the first nationwide real-time electricity reduction competition in fall 2010, Campus Conservation Nationals. The Director of Sustainability was a member of the Steering Committee for the 2012 Campus Conservation Nationals competition in which Elon participated. Elon has hosted a number of other colleges and universities on campus to learn about Elon's sustainability program to [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

help inform their own programs.

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

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# Sustainability in Continuing Education

## Criteria

### Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

### Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

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

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

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

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

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

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**Year the certificate program was created :**

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**The website URL where information about sustainability in continuing education courses is available :**

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# Community Service Participation

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## Responsible Party

**Mary Morrison**

Director

Kernodle Center for Service Learning and Community Engagement

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## Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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## Submission Note:

The provided number of students engaged in community service is based on student reporting (FY 10-11) to the Kernodle Center for Service Learning and Community Engagement, which is often underreported. Survey results from students indicate volunteer service participation is over eighty percent. The total number of students provided is full-time students for FY 10-11.

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

## The number of students engaged in community service :

2902

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

5431

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

<http://www.elon.edu/e-web/students/servicelearning/default.xhtml>

# Community Service Hours

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## Responsible Party

**Mary Morrison**

Director

Kernodle Center for Service Learning and Community Engagement

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## Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

---

## Submission Note:

The provided number of community service hours is based on student reporting (FY 10-11) to the Kernodle Center for Service Learning and Community Engagement, which is often underreported. The total number of students provided is full-time students for FY 10-11.

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

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

102405

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

5431

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

<http://www.elon.edu/e-web/students/servicelearning/default.xhtml>

# Sustainability Policy Advocacy

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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

**Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated :**

The University (including, but not limited to, the Business, Finance and Technology Division - Physical Plant and Office of Sustainability) continues to work with local authorities to advocate for increased access to, and safety for, bicycle and pedestrian routes that serve campus as well as public transportation services.

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

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# Trademark Licensing

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## Responsible Party

**Carrie Ryan**

Assistant Director

Auxiliary Services

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

No

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

Yes

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

No

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

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## Graduation Pledge

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

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

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**A brief description of the graduation pledge program :**

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

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# Community Service on Transcripts

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## Responsible Party

**Evan Heiser**

Assistant to the Vice President for Student Life and Dean of Students  
Student Life

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

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

Yes

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

The Elon Experiences Transcript (EET) is a co-curricular transcript kept for all undergraduate students, which documents participation in the five program areas that make up the Elon Experiences: Leadership, Service, Internships, Study Abroad and Undergraduate Research.

Service is tracked by the Kernodle Center for Service Learning and Community Engagement and linked to a student's Elon Experiences Transcript. Each entry on a student's EET lists the semester, year, service location and number of hours.

Elon requires all undergraduate students to complete an Experiential Learning Requirement (ELR), as well. Students complete the ELR through internships, practica, co-ops, study abroad, student teaching or approved field-based courses. The ELR may also be met through service, leadership or individualized learning experiences. The ELR encourages students to become actively involved in the world around them, practice close observation of their activities and reflect insightfully about those observations.

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

[http://www.elon.edu/e-web/students/elon\\_experiences/](http://www.elon.edu/e-web/students/elon_experiences/)

## Farmers' Market

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

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

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

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

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# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

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## Responsible Party

**Evan Heiser**

Assistant to the Vice President for Student Life and Dean of Students  
Student Life

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## Criteria

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

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

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

As a member of the Alamance County community in North Carolina, Elon University decided to take a stance on improving the quality of education and life chances for the families and youth in the county. When Superior Court Judge Howard Manning threatened to close an underperforming school in Alamance County in 2006, President Leo M. Lambert found himself rethinking the role of Elon University in the local community. How could Elon, a thriving institution with tremendous resources, reconcile its place in a community where only seven miles away a high school struggled to survive? What could Elon, as an institution and as a society of individuals, do to address such a serious inequity?

As a result of President Lambert's thinking and his commitment to the broader community, Elon has taken major steps to increase its involvement in local schools and educational efforts. Building on existing programs for new and veteran teachers through the Office of School Outreach Programs in the School of Education, service learning projects and tutoring programs sponsored by the Kernodle Center for Service Learning and Community Engagement, the university has initiated new and ambitious programs that will increase Elon's support of education in the local area. These efforts range from initiatives at Cummings High School to support its restructuring to a new and exciting endeavor, the Elon Academy.

The mission of the Elon Academy is to inspire academically oriented students who are often underrepresented on college and university campuses to pursue higher education, build leadership skills and develop an active sense of social responsibility. The Elon Academy is founded on the belief that, with the proper support, there is a four-year college or university at which every talented young person can be successful regardless of financial status. The program focuses on Alamance County high school students who demonstrate academic promise in the face of economic adversity.

Underrepresentation of low-income students at institutions of higher education may result from a variety of factors. There is a correlation between income and SAT performance, in which low-income youth are less likely to take the SAT and to meet the SAT requirements for entrance to many selective institutions. Furthermore, students from low socioeconomic backgrounds have less access to co-curricular, extracurricular and cultural activities, making them less competitive than their wealthier counterparts during the admissions process. Students from families with limited financial resources also often lack the social capital that will contribute to their success both in college and beyond. Low-income, first-generation college students and their families frequently do not have college literacy skills to negotiate college applications and financial aid options. These young people may not recognize their own potential and may be pessimistic concerning their chances for success. They frequently report that in their schools they do not receive the support and encouragement that is available to wealthier students. Additionally, students and their families with financial need are less likely than their more affluent counterparts to ask for help; they typically become invisible unless they are behaving in ways that are problematic. Admission to institutions of higher education is the first step, but this represents only part of the story. Over half of high school graduates who enter two-year or four-year colleges fail to complete a degree. Research on college completion rates for low-income, first-generation students is even more disturbing. According to The Pell Institute for the Study of Opportunity in Higher Education (2004), these students leave at higher rates than their wealthier peers. When family income is under \$25,000 young people have less than a 6 % chance of earning a four-year college degree. This is the case even when students achieve the same high test scores as peers from higher socioeconomic groups. Three-fourths of high scoring upper-income students complete four-year degrees while their equally high scoring low-income peers complete degrees at a rate of 36 %.

It is critical that the Elon Academy fulfill its responsibility to Academy scholars and families and uphold its mission by providing a comprehensive program beginning with admission to the Academy and extending through the second year of college.

Elon Academy developed a four-phase model including the Elon Academy College Access Program (college access program), the Elon Academy Transitions to College Program (a summer program between high school and college), the Elon Academy College Success Program (a support program during college) and the Elon Academy Alumni Program (a program to bring graduates back to their high schools to mentor others).

### Program Goals

The goals of the program include:

1. **Increasing Aspirations:** Increase awareness of possibilities for postsecondary education for students and families.
2. **Providing Pathways:** Provide support for students and families in navigating the college admissions process and in securing scholarships and grants.
3. **Supporting Transitions to College:** Prepare scholars and families for the financial, academic and social challenges in college.
4. **Ensuring College Success:** Support scholars and families during college as they face the inevitable financial, academic and social challenges encountered by low-income, first-generation students.
5. **Expanding Impact:** Provide a network of graduates who will return to their high school campuses to support and inspire others in pursuing the dream of a college education. Connect colleges and universities that are supportive of diverse students with Alamance County high school students. Attend state, regional and national conferences in order to remain on the forefront of current research and to present the Academy to others as a replicable model.

#### Four-Phase Model

Phase I: The Elon Academy College Access Program focuses on the first two goals: increasing aspirations and providing pathways. This will continue to be a three-year program that combines three intensive four-week residential experiences at Elon University in the summers prior to the 10th, 11th and 12th grades with a variety of academic and enrichment activities during the school year. Elon Academy faculty and staff work closely with students and families during this phase to find colleges and universities that are the right “fit” for each student. It is important to note that Elon Academy students are not expected or guaranteed to enroll at Elon University unless they feel it an appropriate match for them.

Phase II: The Elon Academy Transitions to College Program focuses on the third goal: supporting transitions to college. The Transitions to College Program includes a college writing course (for transfer credit) with a writing support workshop, a three-day retreat and a one-day family program and celebration of scholar achievements.

Phase III: The Elon Academy College Success Program focuses on the fourth goal: ensuring college success. Through the College Success Program, Elon Academy scholars and families are provided with academic, social and mentoring/advising support, as well as assistance in securing financial aid, to ensure that scholars complete a four-year degree at the college or university of their choice. This includes Elon Academy staff maintaining regular contact during at least the first two years of college, visiting campuses to help students access support systems on their respective campuses, providing emergency funds as needed and maintaining contact with families at home. Our goal in this program is that our scholars not simply “survive” in college. We want them also to have the opportunity to fully participate in the many rich experiences of college and to contribute to the intellectual and social climate of the university through their active campus citizenship.

Phase IV: The Elon Academy Alumni Program focuses on the fourth and fifth goals: ensuring college success and expanding impact. This program provides Elon Academy graduates and their families with a network of support throughout their college years and beyond. In addition, it will bring Elon Academy alumni (college students and college graduates) back to the community to provide leadership in inspiring and supporting other students from their high schools who dream of a college education. This brings the Elon Academy full circle by bringing the Elon Academy “home” to hundreds of other deserving students in the community.

The below statistics summarize the Elon Academy’s impact to date.

110 students and families served

39 students currently enrolled in college

6 public high schools represented and 1 public charter school

100% of the students have been accepted to at least one college/university

100% of the students have engaged in community service

95% college persistence rate

100% of students are in honors/AP courses

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

[STARS\\_Innovation\\_1\\_Elon\\_Academy.pdf](#)

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

[http://www.elon.edu/e-web/academics/elon\\_academy/default.xhtml](http://www.elon.edu/e-web/academics/elon_academy/default.xhtml)

### Responsible Party

**Mary Morrison**

Director

Kernodle Center for Service Learning and Community Engagement

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### Criteria

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

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

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

The Leaders in Collaborative Service (LINCS) program provides students with a unique leadership experience and seven non-profit community partners with significant support. The goal is to enhance the relationship between each organization and the University through collaboration, recruitment and resource development. The organizations address issues of homelessness, hunger, after-school care, housing authority programs and an equestrian and pet therapy program for persons with disabilities. One student is paired with each of the community partners through a competitive selection process with the final decision made by the Agency (community partner) Director. The selected students recruit, coordinate and guide volunteers and academic service-learners for the community partners.

Students often participate in professional staff meetings, board meetings, etc. and work on special projects as directed by their community partner supervisors. The LINCS program frees up professional staff time and effort at each community partner to be redirected to the agency's greatest needs. Each student receives a stipend from the University to help cover travel costs but more importantly develops valuable personal and professional skills and a unique understanding and knowledge of the organization's challenges and needs.

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

[STARS\\_Innovation\\_2\\_LINCS.pdf](#)

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

<http://www.elon.edu/e-web/students/servicelearning/partners.xhtml>

### Responsible Party

**Mary Morrison**

Director

Kernodle Center for Service Learning and Community Engagement

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### Criteria

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  - 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 :**

The Downtown/East Burlington BioBus Route is an hour long loop developed to provide transportation from Elon University's Elon, NC campus to over 25 Alamance County community service agencies located within walking distance of each route stop. The route is part of Elon University's BioBus system and is free and open to the public. Agencies serviced by the route span the spectrum from county social services to afterschool programs to emergency shelters.

The route was initiated to meet the needs of students doing community service, though the impact on the community service locations and community members was considered in its development. Over eighty percent of Elon students participate in service during their time at [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

the University. There are over 50 academic service-learning courses at the University. These courses include a required service component. Many of the community service agencies are within 15 to 20 minutes of campus. However, there is no public transportation in the area. While all students are allowed to bring a car to campus, many elect not to bring a car. The Downtown/East Burlington Route provides these students and others with access to community service agencies to perform their course required and voluntary service. In the 2010-2011 academic year, the route transported over 2,500 riders. Of the riders, 61% were students and the remaining 39% were public community members, showcasing this route as truly a town/gown experience for all riders. In 2010, the route was included in the State of the County Health Report to highlight its positive results and to illustrate the interest in public transportation in the area. For the 2011-2012 academic year, a stop was added to the route at the Company Shops Market, a cooperatively owned, full-service grocery store and cafe in downtown Burlington.

The route has positively impacted community members. Students at a high school serviced by the route are using it to get to Elon to take classes. Members of the community are using the route to assist with their job search, e.g., getting to and from locations and accessing the public library in downtown Burlington to work on and print resumes. The route provides members of the community with access to many services, such as the women's resource center, the county department of social services and the public library. The route also helps community members get from one service agency to another.

Elon University students have gained greater knowledge of the community and formed more connections in the community. The route has also exposed some University students to public transportation for the first time, which will hopefully make them more comfortable with it in future situations.

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

[STARS\\_Innovation\\_3\\_BioBus.pdf](#)

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

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## Innovation 4

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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"---" indicates that no data was submitted for this field

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

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

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

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# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

# New Student Orientation

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## Responsible Party

**Katie Hight**

Director

New Student Programs

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## Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

**Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :**

No

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

---

**Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :**

Yes

**Provide a brief description of the presentations :**

Information about sustainability at Elon is printed in the new students' "Elon Files" (student planner that is handed out to every first year student during Orientation). The Director of Sustainability speaks with the Orientation Leaders and RAs to provide them with sustainability information that is then presented to new students in small orientation groups and during floor meetings with their RAs.

**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 :**

During Community on the Commons, composting stations (which also have recycling bins) are placed around Young Commons instead of trash cans to raise awareness and highlight Elon's sustainability efforts. Each station has trained OLs to instruct new students on what is compostable.

**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :**

No

**Provide a brief description of the efforts :**

The meal portion of the Community on the Commons event is very close to zero-landfill. The plates, cutlery and napkins provided are compostable, and the beverage containers are recyclable.

**Does the institution incorporate sustainability into new student orientation in other ways? :**

Yes

**Provide a brief description :**

This year, a liaison project for one of the Head Staff members has been created to investigate how Orientation can be more sustainable. This will lead to more initiatives in future years.

# Food Education

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

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

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

### **Are students educated in an academic class about how to make eco-positive food choices? :**

Yes

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

There are courses that include the topic of eco-positive food choices. One example is ENS/ENG 270 (or ENS 220) Organic Gardening and Sustainable Food Production.

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

Yes

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

Dining Services utilizes several different media outlets such as digital signage, table tents and station signage to provide information about eco-positive food choices. Eco-positive food choices are identified in dining and retail facilities with identifiers/labels for local, organic and nutritional information.

### **Are students educated during orientation about how to make eco-positive food choices? :**

No

#### **Provide a brief description :**

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### **Are students educated in other venues about how to make eco-positive food choices? :**

No

#### **Provide a brief description :**

---

**Is there a program by which students are encouraged to and/or taught how to grow their own food? :**

Yes

**Provide a brief description of the program :**

Students involved in Elon's Community Garden learn gardening skills. In addition, there are two courses which address this topic: ENS 178/BIO 178 Community Agriculture: Fall Harvest and ENS 179 Community Agriculture: Spring Planting.

# Food and Beverage Purchases

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## Responsible Party

**Carrie Ryan**  
Assistant Director  
Auxiliary Services

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## Criteria

Institution provides details of its food and beverage purchases.

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*"---" 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 :**

1.90

**The percentage of food and beverage expenditures that were grown within 100 miles of the institution :**

0.10

**List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :**

Elon Dining Services' supply chain report with specific parameters, which is transferred to Excel.

**List items procured for dining services from on-campus organic garden(s) :**

None

**The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :**

0

**List all Fair Trade certified items purchased :**

All of the coffee purchased by Elon Dining Services is Fair Trade certified.

# Confinement-Free Food Purchases

## Criteria

Institution provides details of its confinement-free animal product purchases.

---

"---" indicates that no data was submitted for this field

**Type of cage-free / free-range eggs purchased :**

---

**Percentage purchased :**

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**Comments :**

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**Type of confinement-free product purchased (1st product) :**

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**Percentage purchased (1st product) :**

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**Comments (1st product) :**

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**Type of confinement-free product purchased (2nd product) :**

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**Percentage purchased (2nd product) :**

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**Comments (2nd product) :**

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**Type of confinement-free product purchased (3rd product) :**

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**Percentage purchased (3rd product) :**

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**Comments (3rd product) :**

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**Type of confinement-free product purchased (4th product) :**

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**Percentage purchased (4th product) :**

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**Comments (4th product) :**

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# Vegetarian-Fed Food Purchases

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## Responsible Party

**Carrie Ryan**

Assistant Director

Auxiliary Services

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## Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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*"---" indicates that no data was submitted for this field*

### Type of vegetarian-fed product purchased (1st product) :

grass fed beef

### Percentage purchased (1st product) :

---

### Comments (1st product) :

Purchased for special meals from a local farm. Data is not available to determine a % purchased.

### Type of vegetarian-fed product purchased (2nd product) :

---

### Percentage purchased (2nd product) :

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### Comments (2nd product) :

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### Type of vegetarian-fed product purchased (3rd product) :

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### Percentage purchased (3rd product) :

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### Comments (3rd product) :

---

**Type of vegetarian-fed product purchased (4th product) :**

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**Percentage purchased (4th product) :**

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**Comments (4th product) :**

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**Type of vegetarian-fed product purchased (5th product) :**

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**Percentage purchased (5th product) :**

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**Comments (5th product) :**

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# Hormone-Free Food Purchases

## Criteria

Institution provides details of its hormone-free animal product purchases.

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"---" indicates that no data was submitted for this field

**Type of hormone-free product purchased (1st product) :**

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**Percentage purchased (1st product) :**

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**Comments (1st product) :**

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**Type of hormone-free product purchased (2nd product) :**

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of hormone-free product purchased (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

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**Type of hormone-free product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

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**Comments (4th product) :**

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**Type of hormone-free product purchased (5th product) :**

---

**Percentage purchased (5th product) :**

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**Comments (5th product) :**

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# Seafood Purchases

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## Responsible Party

**Carrie Ryan**

Assistant Director

Auxiliary Services

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## 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) :**

several including tilapia fillets, whole catfish portions, whiting fillets, battered cod, crab meat and shrimp

### **Percentage purchased (1st product) :**

76.40

### **Standard used (1st product) :**

Monterey Bay Aquarium Seafood Watch Best Choice

### **Comments (1st product) :**

Percentage based on one month's seafood purchases.

### **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) :**

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### **Standard used (2nd product) :**

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### **Comments (2nd product) :**

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**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) :**

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**Comments (3rd product) :**

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**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :**

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**Percentage purchased (4th product) :**

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**Standard used (4th product) :**

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**Comments (4th product) :**

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**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :**

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**Percentage purchased (5th product) :**

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**Standard used (5th product) :**

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**Comments (5th product) :**

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# Dishware

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## Responsible Party

**Carrie Ryan**

Assistant Director

Auxiliary Services

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## Criteria

Institution provides details of the dishware its provides at its dining services locations.

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*"---" indicates that no data was submitted for this field*

**Does the institution offer reusable dishware at its dining services locations? :**

Yes

**Does the institution offer plastic dishware at its dining services locations? :**

Yes

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :**

No

**Does the institution offer post-consumer recycled content dishware at its dining services locations? :**

Yes

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

Yes

**Does the institution offer other types of dishware at its dining services locations? :**

No

**Provide a brief description. :**

---

## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution provides details about its energy initiatives.

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### Submission Note:

Data on energy consumption reduced as a result of the retrofits or renovations is not available.

"---" 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 :**

11.30

**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 :**

24122

**The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

The following buildings are Energy Star qualified homes: Loy Center N, Loy Center O, Loy Center P, Loy Center Q, Loy Center R, Loy Center S.

**The combined gross square footage of all buildings that are ENERGY STAR labeled :**

24122

**The names of all buildings that are ENERGY STAR labeled :**

The following buildings are Energy Star qualified homes: Loy Center N, Loy Center O, Loy Center P, Loy Center Q, Loy Center R, Loy Center S.

# Energy Use by Type

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution reports its energy use by type.

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### Submission Note:

Electricity information was provided by Duke Energy, the university's electric provider, for Duke Energy Carolinas, based on % of Duke Energy generated in 2011. A % breakdown of renewables was not made available. The % renewables includes a 5 kW solar photovoltaic panel system on Lindner Hall.

*"---" 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. :**

Renewables

**The percentage of total energy used for heating buildings from coal. :**

0

**The percentage of total energy used for heating buildings from biomass. :**

0

**The percentage of total energy used for heating buildings from electricity. :**

26

**The percentage of total energy used for heating buildings from natural gas. :**

74

**The percentage of total energy used for heating buildings from geothermal. :**

0

**The percentage of total energy used for heating buildings from fuel oil. :**

0

**The percentage of total energy used for heating buildings from other. :**

0

**Provide a brief description. :**

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**If cogeneration, please explain. :**

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution provides details about its procurement efforts.

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### Submission Note:

Purchasing Energy Star items is in the Energy Conservation Policy and the Sustainable Purchasing Guidelines.

FSC paper purchases are from the university's Print Shop and represent 10 months of purchases. The Sustainable Purchasing Guidelines include the following strategy: Request vendors to review the manner in which their goods are packaged, and work with them in the areas of reduction, reuse and recyclability of packaging materials.

"---" indicates that no data was submitted for this field

**The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :**

100

**Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :**

Yes

**The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :**

70

**Does the institution's vendor code or policy require vendors to use less packaging? :**

No

# Bike Sharing

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## Responsible Party

**Elaine Durr**

Director of Sustainability  
Office of Sustainability

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## Criteria

Institution reports the number of bicycles available through bike sharing programs.

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### Submission Note:

Though there is not a bicycle sharing program, Elon does have a bike rental program through Campus Recreation. Students can rent bikes by the semester or year. There are currently 42 bikes available. The bikes are often all rented on the first day they are available in the fall.

*"--- " indicates that no data was submitted for this field*

**The number of bicycles available through bike sharing programs :**

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**Responsible Party**

**Elaine Durr**

Director of Sustainability  
Office of Sustainability

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**Criteria**

Institution provides details about its water initiatives.

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**Submission Note:**

Elon has taken the following steps to encourage the use of reusable water bottles: removed bottled water as a meal plan option, provided reusable water bottles to students with meal plans and installed bottle filling stations on water fountains in high traffic areas.

*"---" 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 :**

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**Does the institution meter any of its non-potable water usage? :**

Yes

**The percentage of urinals on campus that are waterless :**

3.30

# Endowment

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## Responsible Party

**Gerald Whittington**

Senior Vice President for Business, Finance and Technology and Associate Professor  
Business, Finance and Technology

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## Criteria

Institution provides details about its endowment.

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*"---" 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 :**

123656000 US/Canadian \$

### **Date as of :**

May 31, 2011

### **Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :**

Yes

### **If yes, or if currently under consideration, provide a brief description :**

Upon a donor's request, funds will be invested in a socially responsible fund.

### **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 :**

60000000 US/Canadian \$

### **Provide a brief description :**

New facilities construction or renovation.

### **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)? :**

Yes

**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)? :**

Yes

**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? :**

Yes

**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 environmental and social resolutions? :**

No

**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :**

No

**Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :**

No

**Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :**

No

# Sustainability Staffing

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## Responsible Party

**Elaine Durr**

Director of Sustainability

Office of Sustainability

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## Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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### Submission Note:

There is one full-time staff employee in the Office of Sustainability. Several students also work in the Office of Sustainability. During the academic year, Interns work on average 12 hours a week, and Eco-Reps work on average 3 hours a week. In addition, several employees not in the Office of Sustainability spend a portion of their time on sustainability initiatives, which equates to another 7 FTE.

"---" 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) :

2.43

### FTE staff on payroll :

1

### FTE student intern/fellow :

1.43