



Indiana University Bloomington

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

Date Submitted: April 24, 2012

STARS Version: 1.2

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

Education & Research

Co-Curricular Education

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

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

Student Sustainability Educators Program

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

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

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

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

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

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

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

42347

Program name (1st program) :

Office of Sustainability Internships

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

110

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

-

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

Interns go through an application and interview process to be selected for available positions. Academic year interns work throughout both semesters on items such as creating a 'green team bag lunch series', or an analysis of the feasibility of implementing alternatively

fueled buses on campus. The research and findings of the interns is then made available to others through the office of sustainability website.

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

Interns attend weekly seminars to enhance knowledge related to sustainability. An example of such a seminar includes touring the Central Heating Plant on campus.

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

All internships for the Office of Sustainability are funded positions, where graduate students earn \$11 per hour for 10-15 hours over a 16 week period, and undergraduate interns are awarded \$9 an hour for the same time period. Each intern has a mentor that he or she works with throughout the duration of their internship.

The website URL for 1st Program :

<http://www.indiana.edu/~sustain/Intern/index.html>

Program name (2nd program) :

Energy Challenge

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

14000

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

-

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

Educators are selected through the Office of Sustainability, where two interns serve as the "Energy Challenge" intern, and "Water Conservation in Academic Buildings" intern. These two positions are largely responsible for spreading knowledge and information about the challenge to academic buildings, Greek houses, and dorm buildings.

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

Representatives attend weekly seminars to enhance knowledge related to sustainability. An example of such a seminar includes touring the Central Heating Plant on campus.

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

Prizes are awarded to each category of building. Last year, Teter Quad won the 2009 residence hall competition. Teter was rewarded two "Hydration Stations" to fill up reusable water bottles with filtered water. Sigma Alpha Mu won the Greek house competition and received

a \$900 cash prize. This year academic buildings are also included, and the prizes will be along the same lines as those awarded in 2009.

The website URL for 2nd program :

<http://energychallenge.indiana.edu/usefullinks.html>

Program name (3rd program) :

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

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

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

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

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

The website URL for 3rd program :

Program name (All other programs) :

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

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

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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) :

Energy Challenge

A brief description of the campaign(s) :

Over the course of the four week competition, participating dorms, houses, and academic buildings will compete to reduce their electricity and water consumption.

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

The ten residence halls combined saved a total of 709,211 Kilowatts of electricity, a 59% increase over last year and 1,120,813 gallons of water, an 83% increase over last year. Approximately 1,103,532 pounds of avoided CO2 emissions and an estimated \$42,000 in avoided utility costs resulted from this enormous conservation effort. The eighteen Greek houses who participated saved a combined total of 30,975 kilowatts of electricity and 509,475 gallons of water. Their efforts attributed to 48,197 pounds of avoided CO2 emissions and an estimated utility cost savings of \$5000. Total pounds of avoided CO2 emissions: 1,150,729

For the Fall 2010 semester 12 new academic and administrative buildings have been added as participants in the competition.

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

<http://energychallenge.indiana.edu/Home.html>

Sustainability in New Student Orientation

Responsible Party

Robert Rathbun

Projects Coordinator

Office of First Year Experience Programs

Criteria

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

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

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

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

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

Yes

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

First Year experience worked on new ways to incorporate sustainability into the fall 2010 orientation, and also continued efforts already established.

Among the new events added for fall 2010 included:

Developed a marketing piece that highlights FYE's efforts and challenged students to make more sustainable choices.

Asked orientation participants to bring their own water bottle for the program and provided Water Bottle Stations.

Sustainability Themed Common Reader was given out to all 1st year students participating in summer orientation.

Showed an 'Energy Saving Tips/Res Hall Green Living' Video.

Reduced lunch waste by moving from pre-packaged box lunches to a buffet style (Allowed participants to take only what they wanted).

Encouraged Participants to donate a canned food item upon registration.

Incorporated more recycling bins.

Used recycled materials whenever possible.

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

Sustainability Outreach and Publications

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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 office of Sustainability provides a websites of current events and information related to sustainability. The website has links to resources, different sustainability categories, upcoming sustainability events, and intern work/research.

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

<http://www.indiana.edu/~sustain/home.html>

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

The sustainability newsletter was started in 2010 produced by the Office of Sustainability. There are six issues a year that highlight current projects and accomplishments on campus relating to sustainability.

The website URL for the sustainability newsletter :

<http://www.indiana.edu/~sustain/catalyst.html>

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 :

IUScholarWorks Repository enables IU scholars and academic units to make their scholarly materials accessible to the world, at a stable URL, and with the assurance they will be maintained over the long term. The Repository's mission is to expand the dissemination and ensure long-term preservation of IU scholarship. All material deposited in the Repository is, by default, open to the world.

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

<http://scholarworks.iu.edu/>

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

No

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

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

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

Yes

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

There is an informational sheet hanging in the cafeteria within Collins. It describes current sustainable practices within the cafeteria and other locations on campus, as well as ways you can help be more sustainable, such as buying locally.

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

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

No

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

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

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

Yes

A brief description of the sustainability walking map or tour :

IU Bloomington is a beautiful, pedestrian-friendly campus, enticing many visitors, students, and employees to enjoy the scenery on foot. What's more, commuting to and around campus by foot is a healthy, reliable, and free form of transportation. The self-guided campus walking tour features six major areas of the town.

Indiana University also provides walking distance times to/from certain locations, local walking events, a Gmaps pedometer, and Bloomington walking trails.

The website URL of the sustainability walking map or tour :

<http://www.indiana.edu/~spea/pubs/woodland.pdf>

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 alternative transportation section of Parking Operations at Indiana University lists five alternatives: bicycling, walking, a RideShare program, LEED certified vehicle discounts, and the mass transit.

Other alternative methods include four Zipcars recently obtained for the Bloomington campus, as well as a Zimride ride sharing program funded by IUSA.

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

http://parking.indiana.edu/parking_operations/alt_transportation.aspx

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 Office of Sustainability has a sustainable students guide through their website. Features include information about energy usage, environmental quality, alternative transportation, recycling, water conservation, green Greek life, sustainable food, green cleaning, educational opportunities, and getting involved.

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

http://www.indiana.edu/~sustain/docs/sust_student_guide_08.pdf

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

No

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

Although the Indiana Daily Student (IDS) does not have a regular columnist or reporter assigned to topics regarding sustainability, the paper publishes articles with a sustainability theme quite regularly. Examples of coverage for the Spring 2010 semester are below.

Opinion columns about sustainable practices

<http://www.idsnews.com/news/story.aspx?id=73928>

<http://www.idsnews.com/news/story.aspx?id=73582>

Events

<http://www.idsnews.com/news/story.aspx?id=74101>

<http://www.idsnews.com/news/story.aspx?id=73970>

Local sustainability clubs and organizations

<http://www.idsnews.com/news/story.aspx?id=73363>

<http://www.idsnews.com/news/story.aspx?id=73132>

<http://www.idsnews.com/news/story.aspx?id=73091>

On campus

<http://www.idsnews.com/news/story.aspx?id=73749>

<http://www.idsnews.com/news/inside/MultimediaFile.aspx?id=28070&type=M>

Other

<http://www.idsnews.com/news/story.aspx?id=73891>

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

<http://idsnews.com/news/headline.aspx>

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

:

Yes

A brief description of this material :

The Office of Sustainability publishes the findings/research of interns and their work throughout their intern periods. These can be found on Office of Sustainability website at

<http://www.indiana.edu/~sustain/Intern/index.html>

The website URL for this material :

<http://www.indiana.edu/~sustain/Intern/index.html>

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

Yes

The name and a brief description of each student group :

The Student Sustainability Council (SSC) brings together representatives of many student organizations to advance issues of sustainability on the IUB campus. Member organizations of the SSC include undergraduate and graduate student organizations as well as student government bodies. Some members focus principally on sustainability issues, while others have broader missions. All groups recognize the importance of sustainability and work together to make IU a cleaner, healthier, happier place to live, learn, and work. Current member organizations with SSC include:

Alpha Phi Omega (APO):

Alpha Phi Omega is a National Service Fraternity -- college students gathered together in an organization based on fraternalism and founded on the principles of Leadership, Friendship and Service. Its aim is to further the freedom that is our national, educational and intellectual heritage. APO, specifically the Mu Chapter at Indiana University Bloomington, is open to any IUB student who would like to join. Given that they do not have a house, members of social fraternities and sororities are welcome as well as anyone who lives in a residence hall or off-campus. APO has partnered with IU's Volunteers in Sustainability (ViS) on various sustainability-oriented community service projects, including helping out with a trash audit that documented all of the trash put in dumpsters around campus that could actually be recycled (about 50%).

<http://www.indiana.edu/~apo>

Coal Free IU:

Coal Free IU is a grassroots student organization committed to transitioning Indiana University off of coal generated power to 100% clean and renewable energy. The group is part of the national Beyond Coal campaign sponsored by the Sierra Student Coalition and the Sierra Club, the nation's oldest and largest grassroots environmental organization.

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

Environmental Law Society (ELS):

The specific goals of ELS are to promote the organization, local community awareness and education concerning the environment; to provide an interface between the student body and the legal community, to represent the student body's interest in environmental law within the law school community, throughout the State of Indiana, and in cooperation with other schools and environmental groups. The ELS seeks to provide a forum for critique and/or support of the legal system, current laws and regulations, and actions undertaken by other groups that concern the environment.

<http://www.law.indiana.edu/students/activities/environmental>

Environmental Management Association (EMA):

EMA's goal is to encourage environmental stewardship, promote careers in environmental management, and assist in career development by sponsoring workshops, presentations, and activities which provide students with relevant information, skills and networking opportunities.

<http://www.indiana.edu/~iuema/>

Global Brigades at IU:

Global Business Brigades at Indiana University strives to create a level of sustainability in third world countries, in particular, Panama. They do this by consulting microenterprises on week-long trips to rural areas of Panama. Students are able to learn about the Panamanian culture while teaching community members basic knowledge of business concepts learned here at Indiana University.

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

Graduate Professional Student Organization (GPSO):

The fundamental mission of the Indiana University Graduate and Professional Student Organization (GPSO) is to serve and advocate for the interests of graduate and professional students on the Bloomington campus. Having gained formal recognition as the government of the graduate and professional students at IUB, the GPSO functions as a united voice to express the concerns of this population to the administration, student body, and Bloomington community.

<http://www.indiana.edu/~gpso/>

Greeks go Green (GGG):

The purpose of the organization, Greeks Go Green, is to provide awareness and facilitate the move to a more environmentally friendly Greek community. Greeks Go Green will distribute information to the Greek community on ways to become more sustainable, as well as assist in getting all Greek houses recycling programs. Above all, Greeks Go Green wants to set an example for the campus as a whole.

<http://www.indiana.edu/~ggg/>

Indiana Public Interest Research Group (INPIRG):

Throughout the 1970s, and now since 1997, students who have been involved with their INPIRG campus chapter have not only learned how to investigate a problem and come up with a practical solution. We've also learned how to convince the media and decision-makers to pay attention and take action. In other words, through INPIRG we gain an educational experience in democratic citizenship. In addition, we get a chance to face up to society's big problems, take action, and win concrete changes that improve the quality of our lives.

<https://www.inpirg.org/iu>

IU Student Association (IUSA):

The IU Student Association is a congregation of Indiana University students that work to protect student rights, enrich student life, and improve Indiana University. Students join together to voice common concerns, hopes, grievances, and most importantly, to take action to realize an even stronger University.

<http://iusa.indiana.edu/>

IU Student Foundation (IUSF):

The mission of the IU Student Foundation is to create student leadership opportunities by conducting campus events that raise funding for working student scholarships; as well as guide the undergraduate student toward recognition and appreciation of his or her future role as a meaningful, supportive Indiana University alumnus.

<http://www.iusf.indiana.edu/>

NetImpact:

Net Impact Undergrad is an exciting new program started in 2007 through a pilot program with 24 undergraduate programs. A recent Net Impact survey demonstrated a large demand in undergraduate business schools for sustainability and corporate social responsibility (CSR) initiatives. With more than 10,000 members in six continents, Net Impact is a rapidly growing organization that mirrors the growth of these issues in the corporate world.

Net Impact's membership has traditionally focused on MBAs, graduate students, and young professionals who wish to leverage their influence for the benefit of society, the economy, and the environment. Due to the huge success of the undergraduate pilot program, the organization created Net Impact Undergrad. The Kelley School of Business's Environmental Business Club (EBC) became a chapter in October 2008 due to common goals shared with Net Impact around issues of sustainability and CSR in the corporate world. The EBC saw the organization as a way to leverage their initiatives on an international level with the strong network and exhaustive resources that Net Impact provides.

<http://kelley.iu.edu/ebc/whatIsImpact.asp>

Residence Halls Association (RHA):

Indiana's Residence Halls Association is committed to developing and maintaining a safe, respectful and productive student environment, and to empowering this community of students and protect its interests while contributing to the greater community of IU and beyond. To do this, RHA provides leadership opportunities, programs and social interaction in an academic environment, is an active channel of communication that creates proactive solutions while effectively representing our residents to the university, and exposes the student community to diverse, new ideas and experiences in order to improve and preserve residents' quality of life. This includes environmentalist and sustainability-themed goals and initiatives.

<http://rha.indiana.edu/>

Revitalizing Animal Well-Being:

RAW is comprised of IU students who care about and are interested in animal welfare issues.

<https://myinvolvement.indiana.edu/Community?action=getOrgHome&orgID=310>

Slow Food on Campus

Students in Free Enterprise (SIFE):

SIFE is an international of student, academic, and business leaders who have made a commitment to create a better world with better leaders - individuals who have the ability and are willing to put forth the effort to make a meaningful contribution to improve the lives of others.

<http://www.iub.edu/~sifeiub/>

SPROUTS:

SPROUTS' mission is to bring IU students and other Bloomington residents together to learn about the process of organic food production. Whether your dream is to grow modest amounts of non-toxic food for your own table, or larger amounts for local, regional, or national distribution, our sustainable student organization will help you achieve it. In this way, we are the change we wish to see and, we cultivate the land to cultivate ourselves and each other.

[http://www.indiana.edu/~sustain/Clearinghouse/Students_Producing_Organics_under_the_Sun_\(SPROUTS\).html](http://www.indiana.edu/~sustain/Clearinghouse/Students_Producing_Organics_under_the_Sun_(SPROUTS).html)

Sustainable Development Association (SDA):

The Sustainable Development Association aims to serve as a resource for prospective students navigating the sustainable development concentration at IU's School of Public and Environmental Affairs (SPEA), inform concentration members about career opportunities and field expansion, connect the SPEA community with other sustainability efforts on campus and in Bloomington, and create a forum for discussing policy in the field of sustainable development.

<http://www.facebook.com/group.php?gid=105068978918>

VIS:

IU Volunteers in Sustainability is an umbrella organization, coordinating environmentally oriented volunteer activities on the IU campus and facilitating communication between student and community environmental groups. VIS holds bi-weekly meetings on Wednesdays at 7pm.

<http://www.indiana.edu/~sustain/VIS/index.html>

<http://iubssc.wikispaces.com/Members>

The Office of Sustainability also offers a guide to environmental and sustainability-related student and community organizations including:

Organizations through the School of Public and Environmental Affairs:

Environmental Management Association (EMA):

See member organizations of SSC above

Sustainable Development Association (SDA):

See member organizations of SSC above

Organizations through the Maurer School of Law:

Environmental Law Society (ELS):

See member organizations of SSC above

Campus-wide organizations:

Students Producing Organics Under the Sun (SPROUTS):

See member organizations of SSC above

Volunteers in Sustainability (VIS):

See member organizations of SSC above

Organizations associated with Greek Life:

Greeks Go Green (GGG):

See member organizations of SSC above

Residence Halls Association (RHA):

See member organizations of SSC above

E-Force:

E-Force is the student environmentalism group within Collins Living Learning Center. E-Force holds meetings twice a month, about environmental happenings within Collins and the community. Once a month, E-Force puts on environmental programs such as film-viewings, speakers, and field trips. They work with other environmental groups around campus and the Bloomington community such as the Volunteers in Sustainability and the RHA Directors of Environmentalism. E-Force is in charge of recycling around Collins and runs a student recycling program. Everyone at Collins is welcome to get involved with E-Force, however only Collins residents can be E-Force members.

<http://www.indiana.edu/~llc>

Community Organizations:

Indiana Public Interest Research Group (INPIRG):

See member organizations of SSC above

Sierra Student Coalition (SSC):

The Sierra Student Coalition (SSC) is a broad network of high school and college-aged youth from across the country working to protect the environment. The SSC is the youth-led chapter of the Sierra Club, the nation's oldest and largest grassroots environmental organization. Our mission is simple: "to train, empower, and organize youth to run effective campaigns that result in tangible environmental victories and that develop leaders for the environmental movement." With more than 250 groups nationwide, the SSC develops environmental leaders through our award-winning grassroots trainings programs and works to maximize our campus-based effectiveness through the creation and maintenance of state and regional networks of high school and college students.

<http://ssc.sierraclub.org/>

Student Sustainability Council Affiliates:

Alpha Phi Omega (APO):

See member organizations of SSC above

Volunteer Students Bureau (VSB):

Volunteer Students Bureau is a volunteer organization dedicated to serving its general members by providing multiple volunteer opportunities throughout the year.

<https://myinvolvement.indiana.edu/Community?action=getOrgHome&orgID=611>

IU Student Association (IUSA):

See member organizations of SSC above

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

Graduate Professional Student Organization (GPSO):

See member organizations of SSC above

<http://www.indiana.edu/~sustain/Involved/>

Other student groups that are associated with sustainability include:

Green Teams (24 currently):

Green Teams are informal groups of staff, faculty and students interested in promoting environmentally-friendly practices and operations in the places they live, learn and work.

http://www.indiana.edu/~sustain/Green_Teams/index.html

Indiana Ecuador Partnership for Sustainable Development:

The Indiana-Ecuador Partnership for Sustainable Development (IEPSD) is an Indiana University-based organization dedicated to promoting integrated sustainable development in Ecuador, while providing an opportunity for IU students to learn about the fundamentals of sustainable development and the diverse cultural background of Ecuador. IEPSD's first major effort is the San Gerardo Community Project, which provides technical and financial assistance to support the small rural community of Paquibug San Gerardo in its social and economic development projects. It will provide funding, technical assistance, and dedicated volunteers and interns.

http://www.indiana.edu/~sustain/Clearinghouse/Indiana-Ecuador_Project_for_Sustainable_Developme

[nt.html](http://www.indiana.edu/~sustain/Clearinghouse/Indiana-Ecuador_Project_for_Sustainable_Development.html)

IU Green Campus (IUGC):

Our goal is to work with the administration, staff, and students of Indiana University to establish healthier, more sustainable groundskeeping and outdoor practices on our beautiful campus. We aim to reduce pesticides, create more wildlife habitats, improve air quality, and create learning opportunities for students outdoors.

<http://mypage.iu.edu/~nriedle/iugc.html>

Repower IU (Repower America of Indiana University):

Founded by Al Gore, Repower America is dedicated to revitalizing our economy, strengthening our national security and solving the climate crisis through clean energy. The Repower America campaign is a growing nationwide grassroots campaign of more than 2 million people dedicated to persuading our leaders to support solutions to the climate crisis and a transition to a clean energy economy. This group (Repower IU) is for students, alumni, faculty, and staff members of Indiana University who promote and support the efforts of Repower America.

<http://repoweramerica.org/>

Students For Sustainable Food (SFSF):

Sustainable food is characterized by its ability to be healthy, fresh, tasty, (bio)regional, seasonal, equitably distributed, and ethically produced with minimal ecological impact on current and future generations. Since eating together is a community-building activity, we believe that purchasing, cooking, and sharing sustainable food will both support the local economy and help students find their place in the Bloomington community. As students strengthen their connection to the local community, they may begin to see themselves as stewards of the land that provides their sustenance while learning how their individual choices affect the global community. Ideally, students who attend IUB will take this knowledge with them wherever they choose to live. SFSF hopes to educate students about how to make sustainable food choices while making more options available in and accessible to our community.

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

-

List other student groups that address sustainability :

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

<http://iubssc.wikispaces.com/Members>

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

"---" 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 :

Students Producing Organics under the Sun (SPROUTS) is a collaborative student and community project focused on teaching environmental education and self-sufficiency through gardening, whose purpose is to sustainably produce food for student consumption and education. The overall mission of SPROUTS is to promote a holistic, sustainable environment on the IU campus and within the Bloomington community. We strive to: produce organic food; encourage local autonomy with food resources; cut back on the environmentally degrading and economically unsound process of shipping in food from outside the local community; invigorate waste and consumption reduction; implement composting of non-toxic, organic wastes on campus; educate the campus and local community about sustainable lifestyles, the interconnectedness of all of Life, and the wonder of the natural world; encourage hands-on learning outside of the classroom; promote community and trust without boundaries; create an environment conducive to health, knowledge, wisdom, prosperity, happiness, and compassion.

The website URL where information about the garden is available :

http://www.indiana.edu/~sustain/Clearinghouse/Students_Producing_Organics_under_the_Sun_%28SPROUTS%29.html

Model Room in a Residence Hall

Responsible Party

Bill Brown

Director of Sustainability

Office of sustainability

"---" 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 :

IUB does not currently have a designated model dorm room, however plans for a green dorm room certification program are in progress.

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

Themed Housing

Responsible Party

Bill Brown

Director of Sustainability

Office of sustainability

"---" 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) :

Sustainability Issues Thematic Community is located within one floor of the Eigenmann Residence Center

The mission of a Green Thematic Community is to provide space for a community that embodies, explores and spreads awareness of all things related to sustainable living. Issues surrounding the environment and sustainable living will serve as a vehicle for lessons ranging from biology to social responsibility. The Green Thematic Community will bridge the gap between academics and everyday living through interactions with faculty from SPEA, Biology, Geology and any others who might be interested. The Green Thematic Community would be about much more than recycling, it would be about reducing the collective carbon footprint left by a community and having as little impact on the environment as possible while at IU.

Programs related to sustainability are made available to the residents within this community such as field trips and movie series.

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

<http://www.rps.indiana.edu/sustaintc.cfml>

The total number of residents in themed housing. :

Responsible Party

Sarah Eaton
Assistant Director
Collins Living-Learning Center

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

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

Yes

A brief description of the enterprise :

The Cheshire Cafe in Collins is a student run enterprise that incorporates many sustainable practices into its products and services. Not only do they sell Fair Trade Coffee, local produce is bought from the farmers market, and many green cleaning products are used. In addition, the Cafe encourages people to bring their own mugs instead of using to go cups.

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

<http://www.indiana.edu/~llc/facilities/cafe.shtml>

Sustainability Events

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

"---" 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) :

The Office of Sustainability at Indiana University Bloomington makes the schedule of all sustainability related events available to the school and surrounding community by listing them on a calendar through their website. Such events include speakers, presentations, workshops, symposiums, and others.

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

http://www.indiana.edu/~sustain/Gcal/index.html?src=iusustain@gmail.com&ctz=America/New_York

Outdoors Program

Responsible Party

Kimberly Collins

Assistant Program Coordinator

IU Outdoor Adventures

"---" 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 :

Indiana University Outdoor Adventures is an outdoor recreation program that serves the Bloomington campus and surrounding community. Outdoor Adventures gives people the opportunity to rent or buy quality camping and hiking gear, organize custom experiences, take skills courses for college credit, or sign up for adventure trips. It utilizes Leave No Trace principles on all of its trips, as well trains its leaders in their use.

Not only does Indiana University Outdoor Adventure (IUOA) follow No Trace Principles, their staff contains a few Leave No Trace Master Educators and Trainers as well. Leave No Trace is an integral part of their program, which is one of the reasons IUOA offers a one-credit class through the school of Health, Physical Education and Recreation (HPER) twice a year which sometimes offers students the opportunity to become Leave No Trace Trainers, the first level of training within the Leave No Trace curriculum.

As part of First Year Experience, IUOS also designed an early immersion experience in campus and community sustainability for incoming students as an option for students who wish to have an intensive orientation experience prior to Welcome Week.

The website URL where information about the program is available :

<http://imu.indiana.edu/iuoa/>

Themed Semester or Year

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

Yes

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

The College Themester is an initiative to engage the collective knowledge and creativity of the faculty and to involve undergraduate students in the exploration of ideas across the disciplines. Our Themester topic for the Fall 2010 semester is sustainability: Thriving on a Small Planet.

The Fall 2010 Themester will catalyze IUB's emerging leadership in sustainability, providing students and faculty an opportunity to begin the interdisciplinary work needed to create sustainable communities locally and around the world, and creating an educational opportunity for undergraduates that they will carry far into the future.

Themester in the curriculum:

Through the Themester initiative, we are encouraging students and faculty to reach across departmental lines to provide to provide multi-/inter-disciplinary opportunities. In addition, given that the Themester 2009 theme is "Evolution, Diversity and Change," several faculty members from the Biology Department have made themselves available to speak in other classes.

<http://themester.indiana.edu/themester2009/Themester2009RegistrarCourseList.pdf>

Themester theatrical performances and films:

*Inherit the Wind. In collaboration with the College, the Cardinal Stage Company presents this play about the 1925 Scopes "monkey trial." September 4-20 at the Waldron Arts Center.

*boom. Cardinal Stage also presents this comedy about the survival of mankind at what may be the end of the world. October 29 through November 15 at the Waldron Arts Center.

*Palmer Park. This play tells the story of a White Detroit couple that moves into a Black neighborhood following the infamous race riots of the 1960's. Joanna Glass' play examines diversity and inclusion from many angles. This production is part of the Big Ten university theatre initiative and is being staged late Fall semester by the IU Department of Theatre and Drama.

*Darwin for the Day. Concert and stories with Krista Detor and Arbutus Cunningham. Presenting songs and discussion of the Darwin Song Project, held this spring in Shrewsbury, England, and stories about and inspired by Charles Darwin.

October 7 (7:00 p.m.) at the Hutton Honors College Great Room

*FILM SERIES: (Re)presenting Race in African American Film. Department of African American and African Diaspora Studies.

All showings begin at 7:30 in the Lee Norvelle Theatre & Drama Center (Room TH A201)

Nothing But a Man, September 17.

The Spook Who Sat By the Door, October 8.

Do the Right Thing, November 12.

*FILM SERIES: (D)evolution Double Features. Department of Communication and Culture.

Incredible Shrinking Man /Planet of the Apes, September 13.

Night of the Living Dead/Shawn of the Dead. October 4.

The Wild Child/End of August at the Hotel Ozone, November 1.

The Fly/Decasia, December 6.

Themester galleries and exhibits:

*IU Art Museum. Thematic Tours throughout semester.

*Lilly Library. Music for the Worms. A Darwin Themester Exhibit

*Myers Hall. Biology displays on Darwin's Voyage of the Beagle and on Evolution.

*Jordan Hall. Biology display on Tropical Biodiversity.

*Kinsey Institute. The Shape of Us. September 25, 2009 - December 24, 2009

Please join us for the opening reception, Friday, September 25, 5-7 pm, Morrison Hall, 3rd floor.

*Mathers Museum of World Cultures. What is Culture? exhibits throughout the semester. Tours and other activities available.

Themester speakers and panels:

*Invited Speakers

Richard Dawkins, The Greatest Show on Earth: The Evidence for Evolution, October 12. (Union Board, Secular Alliance of IU)

Judge John E. Jones, III, Judicial Independence and the Pennsylvania Case of Intelligent Design in the Public Schools, December 4.

(College of Arts and Sciences, Union Board, The Center on Law, Society & Culture)

Christina Brandt, On Cloning, tba.

(Collins Living Learning Center)

*Department of Economics Themester Lecture Series

James Holland Jones, Optimal Virulence: Pathogen Life History Evolution, September 11.

Ted Bergstrom, Ethics, Evolution, and Games with Neighbors, September 25.

Arthur Robson, We Are Impatient Because We Die. But Why Do We Die? October 23.

Trent Smith, Nothing About the American Diet Makes Sense Except in the Light of Evolution: An Interdisciplinary Perspective on Dietary Choice, November 13.

*The Biology of Food Series (Cognitive Science Program and Food Studies Program)

Steve Gaulin, Baby Fat: The Lipo-landscape of Human Evolution, September 17.

Paul Sherman, Darwinian Gastronomy, October 29.

Paul Rozin, Living with ancestral food-environment adaptations in the modern Western world, November 19.

***History and Philosophy of Science Speaker Series**

Robert Richards, Darwin's Influence on the Psychological Sciences, September 11.

Michael Ruse, Evolution and Creationism, October 2.

***Departments of Astronomy and Folklore and Ethnomusicology Themester Lecture Series**

Margaret Hanson, Massive Open Star Clusters in our Galaxy: studying the known and deducing the unknown, September 14.

George Lankford, Footprints in the Stars, November 11.

***Department of Religious Studies Invited Speaker**

John Haught, Evolution and Faith: What Is at Stake?

October 22.

***Department of Mathematics Invited Speaker**

Rick Durrett, Truth is stranger than fiction: A look at some improbabilities,

October 13.

***Institute for Advanced Study Lectures**

BRANIGIN LECTURES: Dorothy Cheney and Robert Seyfarth, Evolution of Social and Ecological Cognition in Non-Human Primates, November 2-6.

VISITING FELLOW: Dieter Ebert, Antagonistic Coevolution, September 25.

***Debates and Panel Discussions**

Kinsey Institute Panel: Sex Research LIVE! October 28.

Religious Studies Student Association

Student Debates

Intensive Freshman Seminar discussion of evolution (August 17)

***Archives of African American Music and Culture Conference**

Reclaiming the Right to Rock: Black Experiences in Rock Music. November 13-14.

This conference will include various panels, live performances, and film screenings.

***Origins Symposium**

The Evolution of the Universe, the Earth, Life, and the Human Species.

October 10, 9:00 - 4:00. IMU Whittenberger Auditorium

Presented by Indiana University and The Stone Age Institute in conjunction with the College of Arts & Sciences Themester: "Evolution, Diversity and Change"

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

The website URL where information about the theme is available :

<http://www.themester.indiana.edu/>

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.

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

Sustainability Course Identification

Responsible Party

Emilie Rex

Sustainability Programs Coordinator
Office of Sustainability

Criteria

Part 1

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

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

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

Part 2

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

Part 3

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

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

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

Yes

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

"Thriving within our means to achieve balance among environmental health, economic prosperity, and social equity."

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 :

After courses have been established for an upcoming semester, the final list of classes is sent back to professors where they can then submit an SU designation, which designates the class as sustainability related.

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

Yes

The website URL where the sustainability course inventory is posted :

http://registrar.indiana.edu/specialcourse/wwwsess_fallo.html#SU

Sustainability-Focused Courses

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 :

The total number of courses offered :

Number of years covered by the data :

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 :

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
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 :

257

The total number of courses offered :

25032

Number of years covered by the data :

One

A list of sustainability-related courses offered :

http://registrar.indiana.edu/specialcourse/wwwsess_fallo.html

http://www.indiana.edu/~sustain/Academics/sustainability_courses.html

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

http://www.indiana.edu/~sustain/Academics/sustainability_courses.html
STARS Reporting Tool | AASHE | Sierra Magazine

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

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

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

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

27

The total number of departments that offer courses :

144

A list of departments that offer sustainability courses :

AFRICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
APPAREL MERCHANDISING & INTERIOR DESIGN
BIOLOGY
BUSINESS, KELLEY SCHOOL OF
CENTRAL EURASIAN STUDIES
COLLINS LIVING LEARNING CENTER
COMMUNICATION AND CULTURE
ECONOMICS
EDUCATION, SCHOOL OF
FOSTER INTERNATIONAL LIVING LEARNING CENTER
GEOGRAPHY
GEOLOGICAL SCIENCES
HEALTH, PHYSICAL EDUCATION AND RECREATION, SCHOOL OF
INFORMATICS, SCHOOL OF
INTERNATIONAL STUDIES
JOURNALISM, SCHOOL OF
LABOR STUDIES
LAW, MICHAEL MAURER SCHOOL OF
LEADERSHIP, ETHICS & SOCIAL ACTION
PHILOSOPHY

PHYSICS
POLITICAL SCIENCE
PUBLIC AND ENVIRONMENTAL AFFAIRS, SCHOOL OF
RELIGIOUS STUDIES
SOCIOLOGY

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

http://www.indiana.edu/~sustain/Academics/sustainability_courses.html

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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 Environmental Literacy and Sustainability Initiative (ELSI) group started in 2001 petitioned the Indiana University Faculty Council (BFC) to incorporate environmental literacy and sustainability into the revised undergraduate General Education requirements that the BFC were considering. While ELSI's recommendations were not adopted, the effort served to raise awareness about environmental literacy and sustainability among the BFC and helped to build momentum for the Sustainability Task Force letter writing campaign.

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

The number of graduates covered by the sustainability learning outcomes :

Total number of graduates :

A list of degree programs that have sustainability learning outcomes :

Sustainable Development Concentration- MPA

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 :

Undergraduate Program in Sustainability

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

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

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

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

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

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

Yes

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

Bachelor of Science in Environmental Science

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

<http://www.indiana.edu/~bses/news.html>

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

Bachelor of Science in Public Affairs

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

http://www.indiana.edu/~spea/prospective_students/undergrad/degrees/BSPA%20and%20Majors.shtml

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

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

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

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

Environmental Management Minor (BA)

http://www.indiana.edu/~spea/prospective_students/undergrad/degrees/Minors.shtml

Outdoor Recreation and Resource Management (BS)

<http://www.hper.indiana.edu/degrees/outdoorrecresourcemgt.shtml>

Human-Environment Interaction (BA)

<http://www.indiana.edu/~geog/research/hei.shtml>

Graduate Program in Sustainability

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of 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? :

Yes

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

MSES

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

http://www.indiana.edu/~spea/prospective_students/masters/masters_degrees/mSES/index.shtml

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

MPA

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

http://www.indiana.edu/~spea/prospective_students/masters/masters_degrees/mpa/MPA%20Concentration%20areas.shtml

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

Joint MPA/MSES degree

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

http://www.indiana.edu/~spea/prospective_students/masters/masters_degrees/index.shtml

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

Human-Environment Interaction (MA, or PhD)

<http://www.indiana.edu/~geog/research/hei.shtml>

Specialized Concentrations-SPEA (MS)

http://www.indiana.edu/~spea/prospective_students/masters/masters_degrees/MSES-MPA%20Dual%20Degree.shtml

Sustainability Immersive Experience

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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 :

Indiana University offers many partnership programs with countries overseas that incorporate semester abroad experiences, or a split class where half the term is held at IU and the other half in a chosen country.

Examples of partnership programs that are sustainability related includes: overseas classes at The Fenner School of Environment and Society in Australia, part of The Australian National University, as well as a class in Jamaica centered around sustainable agriculture.

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

http://www.indiana.edu/~sustain/Clearinghouse/Overseas_Study.html

Sustainability Literacy Assessment

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment? :

No

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

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

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

A brief description of how the assessment was developed :

Since IUB does not currently include a sustainability requirement in its curriculum, no survey is utilized at this time.

A brief description of how the assessment was administered :

N/A

A brief summary of results from the assessment :

N/A

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

Incentives for Developing Sustainability Courses

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Inter
Office of Sustainability

Criteria

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

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

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

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

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

Yes

A brief description of the program(s) :

The Sustainability Course Development Fellowship supports faculty members' efforts to enhance teaching of topics related to sustainability and environmental literacy at the IU Bloomington campus. It will support innovative approaches to instruction of complex, interdisciplinary topics at both undergraduate and graduate levels. Service-learning courses and those that involve application of principles of sustainability to the IU Bloomington campus are of particular interest.

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

The award for a Sustainability Course Development Fellowship is \$8,000. If joint awards are made, recipients will share \$8,000. Recipients are expected to devote the equivalent of eight weeks full-time to their project during the summer of 2010. It is expected that they will not engage in teaching or administrative activities during that period. Recipients are also expected to engage with other fellows and members of the IUB sustainability community, to submit a summary report to the Office of the Vice Provost for Faculty and Academic Affairs at the end of the fall semester following the award, and to formally disseminate the results of their instructional development project to other IU faculty.

The website URL where information about the program is available :

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

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.

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research? :

Yes

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

Research focused on 'meeting the needs of the present without compromising the ability of future generations to meet their own needs'.

(Derived from World Commission on Environment and Development (1987). "Our Common Future," Oxford, Oxford University Press.)

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

Yes

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

IUB centers engaged in environmental sustainability research include:

The Center for the Study of Institutions, Population, and Environmental Change (CIPEC): CIPEC relates to the causes, processes and outcomes associated with changes in forest conditions. The center's field sites are located in Bolivia, Brazil, Guatemala, Honduras, Indiana, Mexico, Nepal and Uganda.

<http://www.indiana.edu/~cipec/>

The Anthropological Center for Training and Research on Global Environmental Change (ACT): ACT is an interdisciplinary training and research center on the human dimensions of global environment change. The center, which was founded in 1992, has focused on research related to human ecology, population and the environment, land use and land cover change, and deforestation.

<http://www.indiana.edu/~act/>

Center for Research in Environmental Science (CRES): The mission of CRES is to facilitate multidisciplinary research activities and funding in environmental sciences across Indiana University.

<http://www.indiana.edu/~cres1/index.shtml>

The Eppley Institute for Parks & Public Lands: The Eppley Institute's mission is to enhance access, choice, and quality of natural, cultural, and recreational experiences.

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

Midwestern Regional Center-National Institute on Global Environment Change (NIGEC): The mission of the Institute is to support a network of research activities which focus on environmental issues related to global climate and environmental change.

<http://www.research.iu.edu/centers/mrcnigec.html>

The Population Institute for Research and Training (PIRT): The Institute's primary function is to promote and support the study of demography at IU. To that end, PIRT provides training courses in population analysis and demographic methods, facilities and personnel for funded research projects, and assistance to faculty and students who are seeking information, data, or funding opportunities in population research. The Institute's goals are to be a resource for faculty and student research in demography; to facilitate access to domestic and international sources of information on population; to develop close contacts with leading university and non-university population centers in the U.S. and abroad; to promote scholarly exchange between IU and U.S. and foreign scholars; to identify sources of external funding in population studies and inform IU faculty and students of these opportunities; and to offer expertise on population questions to the broader university community, the state of Indiana, and national and international agencies.

<http://www.indiana.edu/~pirt/>

The faculty research inventory was completed by an IUOS academic year intern. By looking at individual departmental websites and descriptions of faculty research available online, and cross-referencing sources such as the sustainability listserv, the sustainability advisory board, and other related groups, a list was compiled to meet this credit. The list was then sent to individual departments and research centers on campus to ensure accuracy.

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

No

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

Faculty Engaged in Sustainability Research

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research :

100

The total number of faculty members engaged in research :

2962

Names and department affiliations of faculty engaged in sustainability research :

Catherine M. Tucker- Anthropology
Eduardo Brodizio- Anthropology
Emilio F. Moran- Anthropology
L. Shane Greene- Anthropology
Laura L. Scheiber Anthropology
Michael P. Muehlenbein- Anthropology
David Kehoe- Biology
Ellen Ketterson- Biology
Greg Demas- Biology
Heather Reynolds- Biology
James Bever- Biology
Keith Clay- Biology
Peggy Shultz- Biology
Roger Hangarter- Biology
Roger Innes- Biology
Spencer Hall- Biology
Cynthia Rex- Business
Gilvan Souza- Business
Jeffrey McMullen- Business

John Maxwell- Business
Martin McCrory- Business
Steven Kreft- Business
John Galuska- Latin American & Caribbean Studies
Phaedra Pezzullo- Communication and Culture
Stephanie Kane- Criminal Justice
Hans O. Andersen- Education
Christoph Irmscher- English
Scott Sanders- English
James Reidhaar- Fine Arts
Colin Johnson- Gender Studies
Richard Wilk- Gender Studies
Charles E. Greer- Geography
Constance Brown- Geography
Daniel Knudsen- Geography
Danilo Dragoni- Geography
Rebecca Barthelmie- Geography
Rebecca Lave - Geography
Rinku Roy Chowdhury- Geography
Roman Zlotin - Geography
Sara Pryor- Geography
Scott Robeson- Geography
Tim Brothers (adjunct)- Geography
Tom Evans- Geography
Tony Grubestic- Geography
William R. Black- Geography
Arndt Schimmelmänn-Geological Sciences
Claudia Johnson- Geological Sciences
Chen Zhu- Geological Sciences
Greg A. Olyphant- Geological Sciences
Jeffrey R. White- Geological Sciences
Lisa Pratt- Geological Sciences
Maria Mastalerz- Geological Sciences
Simon C. Brassell- Geological Sciences
James Capshew- History and Philosophy of Science, History
Elisabeth Lloyd- History and Philosophy of Science
Douglas H. Knapp- HPER
Fern Bonchek- HPER
Fernando Ona- HPER
Jeffrey Bransford- HPER
Stephen Wolter- HPER
Carolyn Waldron- Law
Jeffrey Hyman- Law
John Applegate- Law
Rob Fischman- Law
Timothy Lynth- Law
W. William Weeks- Law
Ben Brabson- Physics

Paul Sokol- Physics
Christine Barbour- Political Science
David Habermann- Religious Studies
Eli Blevis - School of Informatics and Computing
Laurel Cornell- Sociology
Tim Bartley- Sociology
Timothy Bartley- Sociology
Tom Gieryn- Sociology
Barry Rubin- SPEA
Bill Jones- SPEA
Burney Fischer- SPEA
Christopher Craft- SPEA
Clinton V. Oster Jr.- SPEA
David Good- SPEA
Diane Henshel- SPEA
Edwardo Rhodes- SPEA
Evan Ringquist- SPEA
Henry Wakhungu- SPEA
J.C. Randolph- SPEA
Jeffrey White- SPEA
Joseph Shaw- SPEA
Kerry Krutilla- SPEA
Marc Lame- SPEA
Matt Auer- SPEA
Melissa Clark- SPEA
Osita Afoaku- SPEA
Philip Stevens- SPEA
Rafael Reuveny- SPEA
Todd Royer- SPEA
James Barnes - SPEA, Law
Kenneth Richards- SPEA, Law
Vicky Meretsky- SPEA, Law
Elinor Ostrom- SPEA, Political Science

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

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

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

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
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.

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

The total number of academic departments that conduct research :

95

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

22

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

Anthropology
Biology
Business
Communication and Culture
Criminal Justice
Education
English
Fine Arts
Gender Studies
Geography
Geological Sciences
Health, Physical Education and Recreation
History and Philosophy of Science
History
Informatics
Latin American and Caribbean Studies
Law
Physics
Political Science
Public and Environmental Affairs

Religious Studies
Sociology

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

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

Sustainability Research Incentives

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

1. The Office of Sustainability internship program provides many opportunities for students of any background to apply to areas of research, which is conducted throughout school or summer sessions with paid compensation.
2. CRES Grants: In order to enhance environmental sciences research and activities at IU Bloomington, the IU Center for Research in Environmental Sciences (CRES) made available approximately \$100,000 for research support and infrastructure for seminars, workshops, and travel. This second call for proposals was distributed, but not limited, to CRES affiliated members. Any IU Bloomington faculty member, postdoc, or graduate student interested in environmental sciences research was eligible to submit a proposal as long as at least one investigator was a CRES affiliate and on the IU Bloomington campus.
3. Sustainability Research Development Grant:
This award program supports collaborative efforts of Indiana University graduate students and faculty to develop new, externally funded research programs related to research on sustainability.

<http://www.indiana.edu/~sustain/SustGrants/SustGrants.html>

4. IU has a PhD minor in Human Dimensions of Global Change, and the School of Public and Environmental Affairs and Office of the Vice President for Research offer seed funding opportunities for sustainability related research that emphasize the role of graduate students.

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

<http://www.indiana.edu/~cres1/news.shtml>

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

Yes

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

CRES grants (see above)

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

<http://www.indiana.edu/~cres1/news.shtml>

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Thomas Gieryn

Vice Provost for Faculty and Academic Affairs
Faculty and Academic Affairs

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 :

Setting the standards and expectations for promotion and tenure is a task for individual schools and departments on the Bloomington campus. They vary substantially, where some units, perhaps many units, believe that establishing one's research reputation within the discipline is vital for getting tenure.

Generally, candidates for tenure and promotion must meet five general requirements, which includes: Substantiation of contributions to research/creative activities.

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

http://education.indiana.edu/Portals/28/TP_Handbook.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.

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Jeff Kaden

University Engineer and Director of Engineering Services
Engineering Services

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" :

0 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 :

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

STARS Reporting Tool | AASHE | Sierra Magazine

0 Square Feet

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

<http://masterplan.indiana.edu/iub/sustainable.pdf>

An electronic copy of the guidelines or policies :

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

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

The University has set LEED® Silver certification as its benchmark for all major new construction and renovation projects, as indicated in the Campus Master Plan (page 119). The Campus Master Plan also recommends (page 183) that 10% of existing buildings be certified under LEED with another 10% achieving at least 10 points on LEED credit EA1 (energy efficiency) and another 10% achieving at least 19 points on LEED EA1 by 2020. As part of the 2020 Vision for IUB, at least 20 buildings will be certified by LEED by 2020 (see also

http://www.indiana.edu/~sustain/documents/A_Decade_of_Sustainability_2020_Vision_Final.pdf

).

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

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

Building Design and Construction

Responsible Party

Jeff Kaden

University Engineer and Director of Engineering Services
Engineering Services

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:

The Biology teaching and field reserve lab and the innovation center are both LEED silver certified.

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

New building space that meets "Eligible Buildings Criteria" :

760849 Square Feet

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

0 Square Feet

New building space that is LEED Certified :

158600 Square Feet

New building space that is LEED Silver certified :

46500 Square Feet

New building space that is LEED Gold certified :

0 Square Feet

New building space that is LEED Platinum certified :

0 Square Feet

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

<http://masterplan.indiana.edu/iub/sustainable.pdf>

An electronic copy of the guidelines or policies :

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

2008

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

Director of Sustainability (architect and LEED AP) sits in on all construction meetings where LEED compliance is discussed to assist with successful certification. Many LEED credits have been built into building standards. LEED Silver Certification is required on all major new buildings and renovations (as noted in Campus Master Plan (Page 119)).

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

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

Indoor Air Quality

Responsible Party

Dan Derheimer

Environmental Manager

Department of Environmental Health and Safety

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 :

1424128 Square Feet

Total occupied building space :

1424128 Square Feet

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

Indiana University Environmental Health and Safety (EH&S) and IU Physical Plant (PP) are responsible for addressing indoor air related concerns. PP addresses comfort issues associated with adequate fresh air, temperature, dust, humidity, water related issues and mold remediation. EH&S gets involved if there are health related concerns with any of the above parameters and routinely addresses complaints from the University community. These procedures are all spelled out in the campus policy entitled: INDOOR AIR QUALITY (IAQ) PROGRAM

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

http://www.ehs.indiana.edu/indoor_air.shtml

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.

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

Melissa Greulich

Greenhouse gas reporting intern
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

<http://www.indiana.edu/~sustain/GHG/GHG.html>

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 :

Wastewater

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

Yes

If yes, please specify :

Paper

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Melissa Greulich

Greenhouse gas reporting intern
Office of Sustainability

Criteria

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

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

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

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

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

Scope 1 and 2 gross GHG emissions, 2005 :

401112.70 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 :

22395

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

20815

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

2253

Scope 1 and 2 gross GHG emissions, performance year :

369468.10 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

3727.80 *Metric Tons of CO2 Equivalent*

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

-

On-campus residents, performance year :

23291

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

24945

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

2562

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

1 year

Air Travel Emissions

Responsible Party

John Harner

Director

Travel Management Services

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

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

No

A brief description of the policies and/or programs :

None at this time.

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

Local Offsets Program

Responsible Party

Jeff Kaden

University Engineer and Director of Engineering Services
Engineering Services

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

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

No

A brief description of the program :

None at this time

The website URL where information about the program is available :

Dining Services

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

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

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

Food and Beverage Purchasing

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

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..

Submission Note:

15% of expenditures are grown and processed within 250 miles of the institution.

10% of expenditures are third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade).

10% of expenditures are grown on a farm that operates as a cooperative, has a profit sharing policy for all employees, or has a social responsibility policy covering all workers.

"---" 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) :

35

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

-

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

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

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available :

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

"---" 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 :

Most but not all of the dining halls use a trayless dining program. Collins has been trayless for the last two years, and IU will be going trayless at other locations in the future.

List the year the program was started :

Jan. 1, 2007

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

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

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

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

The website URL where information about the program is available :

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

"---" 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 :

We offer a vegetarian option at all locations and in most of the concepts at the food courts. All cycle menus are written to include vegetarian options. Collins offers an expanded vegan vegetarian menu.

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

<http://www.rps.indiana.edu/menushours.cfm>

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

"---" 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 :

Most of the frying oil on campus is trans fat free and has been for the last two years, with the exception of the oil used for the chicken concept at Wright. However, IU is currently looking at changing the oil used in that program. All of the units use trans fat free oil in the fryers. The bakery production uses trans free oil in the donut production.

When planning the menus for our Eat Right concept we look for items that are trans fat free.

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

Guidelines for Franchisees

Responsible Party

Mark Kuchefski

Campus Food and Dining Operations Administrator
Document Service Centers

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

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

No

A brief description of the guidelines for franchisees :

None at this time

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

Martin Sorge

Sustainable Food Procurement Intern

Office of Sustainability

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

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

Yes

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

An intern has been working on pre-consumer waste composting from the Indiana Memorial Union Building since mid July. Total pounds diverted since July 20th is approximately between 12,000 and 13,000 pounds.

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

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

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

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

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

PostConsumer Food Waste Composting

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

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

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

No

A brief description of the postconsumer food waste composting program :

Not currently

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

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

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

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

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

Food Donation

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

"---" 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 :

RPS Dining has worked with the local food bank for many years. We strive to use all of the food items purchased, but there are times when it is necessary to call the food bank for pick up so item are not wasted.

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

Recycled Content Napkins

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

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

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

No

A brief description of the purchasing behavior :

None currently. The Starbucks within the Indiana Memorial Union building does however use napkins made from 100% recycled fibers, with at least 40% being post-consumer materials.

The website URL where information about the purchasing is available :

Reusable Container Discounts

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

Yes

A brief description of the reusable mug program :

The Green Bottle Go Green Challenge starting Fall 2010 incorporates the sale of reusable water bottles that can be used within dining service facilities to receive a discount on drink items. Students can currently receive a 55 cent discount on soda products from using reusable containers.

The Starbucks located with in the Indiana Memorial Union building also offers a ten cent discount for using a reusable mug instead of disposable cups.

Amount of the discount offered for using reusable mugs :

0.55

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

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

Reusable To-Go Containers

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

"---" 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 :

IUB offers refill pricing for to-go containers. These containers are also made available through retail sale. IUB has also installed hydration stations (Filtered water) at two food courts.

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

Energy

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

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

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

Building Energy Consumption

Responsible Party

Jeff Kaden

University Engineer and Director of Engineering Services
Engineering Services

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005 :

2617017.70 MMBtu

Building space, 2005 :

15438021 Gross Square Feet

Total building energy consumption, performance year :

3030624.22 MMBtu

Building space, performance year :

15889707 Gross Square Feet

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

-

Responsible Party

Charles Matson
Special Projects Engineer
Facilities Management

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

3014.61 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 :

48111.19 MMBtu

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

0 MMBtu

Total energy consumed during the performance year :

3030624.22 MMBtu

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

IUB has a microturbine inside the Central Heating Plant that works in parallel with our pressure reducing station valves. This turbine reduces the pressure of steam from 150 psi to 40 psi and produces electricity in that process. The microturbine is rated at 250 kW.

Two 20kW photovoltaic systems are also being installed on top of Briscoe and Tulip Tree residence halls, and are estimated to be on the grid by next year.

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

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

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

Indiana University Bloomington purchases renewable energy credits from Sterling Planet Inc. The REC type consists of 50% wind and 50% small hydro, where generators are located nationwide. The majority of the energy is sent to seven buildings on campus that are moving towards a LEED silver status, and the remaining is used to offset additional LEED buildings, events, and other activities on campus. Although the amount purchased is concrete, when the University will use part or the entirety of the REC energy is up to their discretion. It is currently planned out over the next four years, but subject to change. The University may also decide to purchase more REC's within this time.

A brief description of cogeneration technologies deployed :

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

Timers for Temperature Control

Responsible Party

R. Douglas Trueblood

Assistant Manager of Operations and Preventative Maintenance
Physical Plant

"---" 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 :

Indiana University Bloomington uses timers through their Energy Management System to reset temperature settings in the majority of buildings on campus during unoccupied hours.

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

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

Jeff Kaden

University Engineer and Director of Engineering Services
Engineering Services

"---" 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 :

Occupancy sensors are implemented in new buildings and renovations.

The percentage of building space with lighting sensors :

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

Responsible Party

Jeff Kaden

University Engineer and Director of Engineering Services
Engineering Services

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

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

Yes

A brief description of the technology used :

LED lighting has been installed in the Psychology Building.

LED lighting is also being considered for the new Union Street Center apartment complex and other new construction units.

51 LED lighting units are included in the light totem, a dazzling light installation illuminating a 70-foot freestanding tower, a 40-foot-long tube within the atrium, and the building's south exterior wall, designed as an anniversary light outside of the Art Museum.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

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

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

<http://newsinfo.iu.edu/asset/page/normal/3677.html?s=body>

Vending Machine Sensors

Responsible Party

Charles Matson
Special Projects Engineer
Facilities Management

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

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

No

A brief description of the technology used :

IUB is currently working with Coca Cola's machine technicians to make programming changes to existing vending machines for energy conservation. Of 2 machines currently monitored, an older machine has been using about 730 watts when its compressor & fan are running and 218 watts when they are off but the lights and controls are still on. Over the last five days the machine has averaged 463 watts. That average load costs us about \$240 per year when you add a 5% distribution losses to the \$.060 / kWh unit rate at the meters. The north machine is a newer vintage and it has averaged only 296 watts, which costs us about \$160 per year. The Coca Cola tech added a VM2iQ Energy Management System unit by USA Technologies to the south machine. IUB agreed to program the EMS unit so that it will gradually limit the compressor & fan cycles when there is little use of the machine and when the drink temperatures are within acceptable temperature ranges anytime between 11:30 PM and 5:30 am seven days a week. Predicted energy savings with these settings will be about 35%. On the older machine, the Coca Cola tech also set the front panel back lights to go off from 11 PM until 6 AM. The newer machine was already equipped with enough programming capability to allow the tech to make the same programming changes, as listed above, without installing an EMS unit. The need for adding labels to the front of the cold drink machines to identify which ones have been reprogrammed for energy savings and labels/tables on the back or internally that list the program schedule details has also been discussed.

The percentage of vending machines with sensors :

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

Energy Management System

Responsible Party

Jeff Kaden

University Engineer and Director of Engineering Services
Engineering Services

"---" 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 :

Indiana University Bloomington uses both Johnson controls and Siemens building technology, as well as maintains a staffed 24 hour/day 365 days/year Control Center.

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

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

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

Energy Metering

Responsible Party

Lee Walters
Manager
Utility Information Group

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

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

Yes

A brief description of the metering system :

Energy metering technology is installed in 182 out of 525 buildings on the Bloomington campus. Digital, radio-read metering systems have been purchased for installation in all IUB buildings; spring 2011 is the estimated completion date for installing the new metering systems.

The percentage of building space with energy metering :

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

Grounds

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

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

Integrated Pest Management

Responsible Party

Mike Girvin
Campus Division Manager
Physical Plant

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 :

890 Acres

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

115.53 Acres

A brief description of the IPM plan(s) :

Indiana University utilizes its own plan of operation. Virtually no pest control on the green space on campus.

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

Native Plants

Responsible Party

Mike Girvin
Campus Division Manager
Physical Plant

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

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

Yes

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

Select native hardy plants are used as much as possible. Priority is given to deer resistant species. Almost all new tree plantings are native.

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

Wildlife Habitat

Responsible Party

Mike Girvin
Campus Division Manager
Physical Plant

"---" 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? :

No

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

Indiana University, Bloomington does not have a formal plan or policy, but is moving in that direction with some of our prairie plantings on campus, along with our no mow areas.

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

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Inter
Office of Sustainability

Submission Note:

<http://newsinfo.iu.edu/news/page/normal/9735.html>

<http://newsinfo.iu.edu/asset/page/normal/9172.html>

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

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

Yes

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

Indiana University meets the required five core standards of tree care and community engagement in order to receive Tree Campus USA status. Those standards are: establishing a campus tree advisory committee; evidence of a campus tree-care plan; verification of dedicated annual expenditures on the campus tree-care plan; involvement in an Arbor Day observance; and the institution of a service-learning project aimed at engaging the student body.

"Throughout its history, our campus has placed a high priority on the preservation of its trees and green spaces," said Karen Hanson, IU Bloomington provost and executive vice president. "From the undisturbed wilderness of Dunn's Woods to the living laboratory that is the IU Research and Teaching Preserve, our wooded areas enhance the quality of life for members of the campus community.

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

<http://www.arborday.org/programs/treeCampusUSA/inauguralCampuses.cfm>

Snow and Ice Removal

Responsible Party

Mike Girvin
Campus Division Manager
Physical Plant

"---" 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 :

IUB quit utilizing sand several years ago because of sediment loading in waterways. We are still looking at environmentally friendly ice melters. IUB has not yet found a cost efficient replacement for salt, but it is used more carefully than in the past.

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

Landscape Waste Composting

Responsible Party

Mike Girvin
Campus Division Manager
Physical Plant

"---" 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 :

Our mowers are equipped with mulching blades. Leaves and organic debris are composted at our nursery and then re-utilized on campus.

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

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

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

Purchasing

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

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Responsible Party

Nathan Smith
Manager/LSP
IU Technology Purchasing

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:

Apple computers are estimated at about 70 percent of total expenditures, and the numbers are extrapolated to reflect this amount. All Apple computers earn an EPEAT gold rating, and on average have a longer lifespan at the University than other computer brands.

For further information about Apple and the environment see:

<http://www.apple.com/environment/>

or

<http://www.apple.com/environment/product-usage/>

Expenditures given are in US dollars

"---" 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? :

No

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

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

IU does not dictate the purchase of EPEAT computers and monitors, but has recently renegotiated their Dell agreement to ensure that the computer bundles offered to the campus meet or exceed industry standards in efficiency such as Energy Star 4 and EPEAT Gold. IUB has also negotiated a new Hewlett Packard agreement which includes the same language. There is no formal policy in place which requires departments to purchase energy efficient computers/monitors, but purchasing is driving our suppliers to offer those products to our campuses.

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 :

3800552.02 *US/Canadian \$*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

32160.62 *US/Canadian \$*

Total expenditures on desktop and laptop computers and monitors :

4770094.11 *US/Canadian \$*

Cleaning Products Purchasing

Responsible Party

Tim Rice

Director of Purchasing Administration
Purchasing

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:

\$505760 refers to all green cleaning products purchased, not just certified green cleaning products.

Expenditures are in US dollars

"---" 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.indiana.edu/~purchase/sustainable/sustainable.shtml>

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

Routine meetings with the major user departments are held to introduce and evaluate substitute products; routing meetings with the contracted supplier are also held to review product usage and evaluate cost of switching products.

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

Yes

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

505760 *US/Canadian \$*

Total expenditures on cleaning products :

2137550 *US/Canadian \$*

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

Office Paper Purchasing

Responsible Party

Tim Rice

Director of Purchasing Administration
Purchasing

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:

Our actual spend for 7/09 – 2/10 are given as requested, with annualized numbers (projected for the year) listed below:

Expenditures on 10-29 percent recycled-content office paper
\$300,156

Expenditures on 30-49 percent recycled-content office paper
\$540,898

Expenditures on 50-69 percent recycled-content office paper
\$6,335

Expenditures on 70-89 percent recycled-content office paper
\$25,029

Expenditures on 90-100 percent recycled-content office paper
\$53,671

Total expenditures on office paper \$999,671

"---" 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.indiana.edu/~purchase/policies/2_0.shtml

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

Purchasing organizes and participates in campus events that highlight our green purchasing initiatives, including the use of recycled paper. We also promote this via occasional newsletter articles.

Over 50% of the paper that Indiana University - Bloomington uses is recycled paper. The Indiana University - Bloomington letterhead is made of 15% post-consumer recycled paper. Printing Services is the largest generator of good recyclable paper on campus.

(

<http://www.indiana.edu/~purchase/sustainable/university.shtml>

)

An example of a newsletter can be found at:

http://www.indiana.edu/~purchase/newsletter/epic/epic_0704.pdf

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 :

200104 *US/Canadian \$*

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

360599 *US/Canadian \$*

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

4223 *US/Canadian \$*

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

16686 *US/Canadian \$*

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

35584 *US/Canadian \$*

Total expenditures on office paper :

Vendor Code of Conduct

Responsible Party

Jill Schunk
Managerial Staff
Indiana University Purchasing

Criteria

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

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

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

Yes

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

<http://www.indiana.edu/~purchase/partnerships/conduct.shtml>

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

<code.of.conduct.htm>

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 :

Any University supplier or University employee that becomes aware of violations to this set of guidelines is encouraged to notify the Purchasing Department. Based on the assessment of information made available to the University, the University reserves the right (in addition to all other legal and contractual rights) to disqualify any potential supplier or terminate any relationship with any current supplier found to be in violation of this Supplier Code of Conduct

To date (and since the implementation of this Code of Conduct in 2009) , the University has not had to disqualify any suppliers from bidding on a contract or cancel a contract in place.

Historically Underutilized Businesses

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

Yes

A brief description of how the institution meets the criteria :

Indiana University is committed to providing historically underutilized suppliers every opportunity to compete for its business. Efforts will be made in the purchasing departments to identify historically underutilized suppliers, inform these suppliers of University requirements, and solicit quotes from such suppliers whenever possible. Procurement professionals will support the efforts of the Business Diversity Program and will communicate with historically-underutilized suppliers regarding the purchasing process so that they may become more viable suppliers.

IUB defines Historically-underutilized supplier as "a large or small minority-owned business concern owned and controlled by minority individuals." The term "large or small business concern owned and controlled by minority individuals" means a business that is at least 51% owned by such individuals; or in the case of a publicly owned business, at least 51% of the stock is owned by one or more such individuals. Further, the management and daily business operations are controlled by one or more such individuals. "Minority individuals" include Black Americans, Hispanic Americans, Native Americans, Asian-Pacific Americans, Asian-Indian Americans.

The term "Native Americans" includes American Indians, American Eskimos, American Aleuts, and Native Hawaiians. The term "Asian-Pacific Americans" includes United States citizens whose origins are from Japan, China, The Philippines, Vietnam, Korea, Samoa, Guam, the U.S. Territories of the Pacific, Northern Marianas, Laos, Cambodia, and Taiwan. The term "Asian Indian Americans" includes United States citizens whose origins are from India, Pakistan, and Bangladesh.

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

http://www.indiana.edu/~purchase/policies/13_0.shtml

Responsible Party

Tim Rice

Director of Purchasing Administration
Purchasing

"---" 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 :

With equal pricing, Indiana University Bloomington selects local businesses (city, state). IUB does have state-allowed preferences for specific products. Contracting efforts look at total cost of ownership, including logistics.

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

<http://www.indiana.edu/~purchase/policies/appendix.shtml#o>

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.

Credit
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

Kent McDaniel

Transportation

Office of the Provost and Executive Vice President

Criteria

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

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

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

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

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

1

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 :

0

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

0

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

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

383

Student Commute Modal Split

Responsible Party

Kent McDaniel

Transportation

Office of the Provost and Executive Vice President

Criteria

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

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

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

75

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 :

25

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 :

37.20

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

5.80

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

32

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.indiana.edu/~sustain/docs/sinterns_08/steinhoff-harpring_report.pdf

Employee Commute Modal Split

Responsible Party

Kent McDaniel

Transportation

Office of the Provost and Executive Vice President

Criteria

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

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

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

19

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 :

81

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 :

8.15

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

8.80

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

2

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.indiana.edu/~sustain/docs/sinterns_08/steinhoff-harpring_report.pdf

Bicycle Sharing

Responsible Party

Andrew Davis

Bike and Pedestrian Infrastructure Intern
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.) :

IU does not currently have a bicycle-sharing program or participate in a local bicycle-sharing program, although one is currently being considered by IUSA.

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

Facilities for Bicyclists

Responsible Party

Jeff Kaden

University Engineer and Director of Engineering Services
Engineering Services

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

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

Yes

A brief description of the facilities :

The Union Street Center apartment complex meets the requirements for this credit by providing outdoor covered bicycle parking. In addition, bike parking is allowed in residence hall rooms.

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

http://www.parking.indiana.edu/parking_operations/alt_bicycling.aspx

Bicycle and Pedestrian Plan

Responsible Party

Andrew Davis

Bike and Pedestrian Infrastructure Intern
Office of Sustainability

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

Has the institution developed a bicycle plan? :

No

A brief description of the plan :

None at this time.

A bicycle planning effort is in process and IU plans to apply for the Bicycle Friendly University designation next year.

The website URL where information about the plan is available :

Mass Transit Programs

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle? :

Yes

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :

A strong, collaborative relationship exists between IU and the Bloomington Transit. This relationship allows for universal bus access for all students, faculty, and staff for both the IU Campus Bus as well as Bloomington Transit.

The City of Bloomington Transit offers a number of routes to and from IU's campus. By showing your school ID students, faculty, and staff can ride for free.

The website URL where information about the program is available :

http://www.indiana.edu/~sustain/Transportation/sustainability_bt.html

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

Yes

A brief description of the program :

University polices allow for alternative work arrangements in which Staff employees work full time, but in different configurations of hours. Such arrangements are not only acceptable, but a potentially positive way to meet the childcare, family care, and other personal needs of employees while still permitting departments to operate in an efficient manner. In addition, departments that experience limitations of physical space or equipment may find this type of scheduling to their advantage.

Alternate work schedule- Employees work hours different from the standard scheduled hours of the operating unit such as a condensed work week (e.g., four, ten-hour days) on a fixed, regular basis.

The website URL where information about the program is available :

<http://www.indiana.edu/~uhrs/benefits/bulletin/2007/Feb/6.html>

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

Does the institution offer a telecommute program for employees? :

Yes

A brief description of the program :

University polices allow for alternative work arrangements in which Staff employees work full time, but in different configurations of hours. Such arrangements are not only acceptable, but a potentially positive way to meet the childcare, family care, and other personal needs of employees while still permitting departments to operate in an efficient manner. In addition, departments that experience limitations of physical space or equipment may find this type of scheduling to their advantage.

Telecommuting- Telecommuting is work performed outside the customary office setting during part or all of the week and may be appropriate for some employees and some work.

The website URL where information about the program is available :

<http://www.indiana.edu/~uhrs/benefits/bulletin/2007/Feb/6.html>

Carpool/Vanpool Matching

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

"---" 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 :

You may find your own carpool partners and fill out the Carpool Registration Form to register your carpool, or you may sign up as an individual using the Individual Carpool Application Form and we will attempt to match you with other interested individuals with similar commuting needs. Print out the form, complete it, and send it in to Parking Operations. The carpool members may select a convenient parking lot or parking garage and Parking Operations will assign a specific reserved parking space for the exclusive use of the carpool members.

The website URL where information about the program is available :

http://www.indiana.edu/~sustain/Clearinghouse/IU_Carpool_Program.html

Cash-out of Parking

Responsible Party

J. Douglas Porter
Parking Manager
Henderson Parking Garage

"---" 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)?

:

No

A brief description of the program :

None at this time

The website URL where information about the program is available :

Carpool Discount

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

Yes

A brief description of the program :

Members of the carpool must register with Parking Operations (855-9848) in order to enjoy the privileges of a carpool parking permit. Carpool members will be assigned one carpool permit to share. All individual members of the carpool will also be issued an F permit which is valid only from 5:00 p.m. until 7:00 a.m. in any non-24 hour A, C, or E space, including parking garages.

Parking Operations will arrange to split the cost of the carpool permit equally among the members and collect it through payroll deduction. The carpool permit will cost the same as a C permit (\$105 in this academic year.)

The website URL where information about the program is available :

http://www.indiana.edu/~sustain/Clearinghouse/IU_Carpool_Program.html

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

Yes

A brief description of the incentives or programs :

A number of local businesses and franchises offer discounts and special deals ("perks") to IU faculty and staff. The intent of these offers is to encourage goodwill within the community between IU faculty, staff members, and local businesses

Housing perks include:

1. Fountain Park Apartments: \$25 discount off monthly rent for IU faculty and staff.
2. GMAC Real Estate: The GMAC Great Moves Discount Program offers a cash-back award of \$3 per thousand dollars of the purchase and/or sale price of home when using a GMAC real estate agent. Discounts on mortgages, household goods, moving services, and insurance are also available. For more information, call Evergreen GMAC Real Estate at (812) 335-1100 and identify yourself as an Indiana University employee.
3. Renaissance Rentals: Reduced security deposit and monthly rental rates at Covenanter Hill Neighborhood, MeadowCreek Luxury Community, and Scholar's Quad properties. Amount varies throughout the year.

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

<http://www.indiana.edu/~iubperks/#home>

Prohibiting Idling

Responsible Party

Kent McDaniel

Transportation

Office of the Provost and Executive Vice President

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

Has the institution adopted a policy prohibiting idling? :

No

A brief description of the policy :

There is no formal campus-wide policy to prohibit idling. However two programs are used on the Bloomington campus in relation to idling:

1. Campus Bus established a policy about two years ago that says any bus with a scheduled layover (recovery time) of longer than 3 minutes should shut down and re-start when preparing to depart. This policy is predominantly a self-policing policy.
2. The Motor Pool administers the Office of Disabled Student Service's accessible van program. It has installed monitors on its five wheelchair accessible vans so it can evaluate them for idling time.

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Submission Note:

<http://newsinfo.iu.edu/news/page/normal/13303.html>

"---" 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 offers Hoosiers convenient, cost-effective alternative to owning a car or bringing one to campus. The service helps the university manage the increasing demand for parking and associated congestion while offering students a convenient, economical and environmentally friendly alternative to owning a car. Beginning Feb. 9, 2010, four hybrid, fuel-efficient Zipcars were made available for use 24 hours a day, seven days a week. That fleet has grown to 6 vehicles currently with plans to continue to increase the number of vehicles as demand continues to increase.

The Indiana University Student Association also launched a Zimride program. The Zimride platform connects IU community members through an easy to use private network that will reduce campus traffic, parking difficulties, and provide substantial cost-savings for the community. Starting April 20, 2010, all IU Bloomington students, faculty and staff can access the IU Zimride system for free at

<http://www.zimride.com/iub>

. This program now has over 2000 subscribers.

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

http://www.indiana.edu/~sustain/Transportation/sustainability_zipcar.html

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.

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Responsible Party

Steve Akers

Associate Director of Environmental Operations
Residential Programs and 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*.

Submission Note:

A waste reduction plan is in planning stages to further reduce waste and increase recycling amounts by unification of different waste and recycling systems on the IUB campus. A unified look is being planned as well as more containers and better signage.

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

Weight of materials recycled, 2005 baseline year :

Weight of materials composted, 2005 baseline year :

Weight of materials disposed as garbage, 2005 baseline year :

Weight of materials recycled, performance year :

Weight of materials composted, performance year :

Weight of materials disposed as garbage, performance year :

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

On-campus residents, 2005 :

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

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

On-campus residents, performance year :

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

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

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

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

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

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

Responsible Party

Steve Akers

Associate Director of Environmental Operations
Residential Programs and Services

Criteria

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

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

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

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

1188.80 Tons

Materials disposed in a solid waste landfill or incinerator :

2617.60 Tons

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

Numbers above are the sum of extrapolations for a year long time period based on data recorded during 'Recyclemania' as well as e-waste and Hoosier to Hoosier estimates.

Indiana University Bloomington recycles a wide array of materials such as aluminum, cardboard, glass, paper, plastics, ink cartridges, electronics, tires, batteries, motor oil, and student move out items.

Five programs in place to help with these efforts include:

Hoosier to Hoosier- Student move out sale

http://www.indiana.edu/~sustain/hoosier_to_hoosier/

E-Waste recycling days

<http://www.indiana.edu/~sustain/E-Waste/index.html>

Greeks Go Green

<http://www.indiana.edu/~ggg/>

More Art Less Trash- Outdoor Recycling Bin Design Contest

<http://www.indiana.edu/~sustain/Contest/index.html>

Recyclemania

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

Other websites describing Indiana University, Bloomington's commitment to waste diversion include:

http://www.indiana.edu/~sustain/Resource_Use_and_Recycling/index.html

<http://www.indiana.edu/~nowaste/>

Construction and Demolition Waste Diversion

Criteria

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

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

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

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

Amount of construction and demolition materials landfilled or incinerated :

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 :

When possible, items from demolition are sent to the surplus store for reuse. Also, some materials are reused in new buildings. For example, the building replacing Ashton as well as the Service Building has some of the same metals and limestone as the preexisting Ashton building. Demolition and construction waste is beginning to be looked into more closely as new buildings are being constructed with hopes of meeting LEED certification standards.

Numbers for the amount of materials recovered and the amount of materials landfilled or incinerated are currently not recorded.

Electronic Waste Recycling Program

Responsible Party

Dan Derheimer

Environmental Manager

Department of Environmental Health and Safety

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.

Submission Note:

The web link above pertains to electronic waste days, which restricts hazardous waste, batteries and other items. Other procedures are in place through Environmental Health Services to deal with these hazards. See:

<http://www.ehs.indiana.edu/waste.shtml>

"---" 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 :

To obtain consistency in electronic waste collection Midwestern states have designed 14 guiding principles to guide e-waste programs.

The 14 guiding principles include:

- * Manufacturers are responsible for ensuring the collection, transportation, and recycling of waste electronics.
- * Manufacturers register with the state.
- * Retailers are required to only sell products from registered manufacturers.
- * The obligation of manufacturers is determined by the weight of covered equipment sold in a particular state the previous year, although a broader array of electronic devices apply towards meeting the obligation. The Initiative's list of covered equipment: televisions, monitors, laptops and desktop computers.
- * Manufacturers may choose to operate their own program or pay a per pound fee to the state.
- * At the end of each year, the manufacturers submit a report on the amount of material collected for recycling and, if short of their obligation, remit a per-pound fee for the remaining amount.
- * Retailers report to manufacturers on their sales in a particular state.
- * Manufacturers collecting more than their annual obligation may bank the credit towards the following year's obligation or sell it to another manufacturer.
- * Manufacturers will have an incentive to provide collection and recycling opportunities in both urban and rural areas.
- * Collection agents and recyclers must register with the state to participate in the system.
- * All e-waste collected must be handled according to environmentally sound management standards.
- * A disposal ban is to be implemented within two years of enactment
- * The state is authorized to participate in a multi-state entity to facilitate multi-state implementation.
- * States may choose to establish a third-party organization to implement provisions of the statute.

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

Surplus electronics are delivered to Surplus Stores and either resold or recycled off site by Unicolor. Broken electronics are categorized as electronic waste and are picked up by EH&S and recycled by Unicolor.

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

Students may recycle e-waste through the annual E-Waste Days free diversion program. IU E-Waste days have diverted over a million pounds of electronic waste from the landfill in collaboration with Apple, Inc.

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

<http://www.indiana.edu/~sustain/E-Waste/index.html>

Hazardous Waste Management

Responsible Party

Dan Derheimer

Environmental Manager

Department of Environmental Health and Safety

Criteria

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

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

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

Yes

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

The Resource Conservation and Recovery Act (RCRA) outlines proper hazardous waste management, placing special emphasis on waste reduction and recycling.

IU aims at meeting the proposed suggestions from the RCRA

- Inventory your chemicals
- Order only what you need
- Use recycled chemicals whenever possible
- Substitute non-hazardous or less hazardous materials
- Do not mix hazardous and non-hazardous waste

When surplus chemicals are given to UOEHS, it is first determined whether the chemical is indeed a waste, or whether it can be reused or recycled. If it is a waste, the degree of hazard and the appropriate disposal route are determined. Throughout this process, the university is required to keep records that account for hazardous wastes "from cradle to grave."

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

Collection and processing of these wastes is managed by EHS, Radiation Safety, and, in some cases, Lab Animal Resources personnel. IU has developed a consolidated online request form that allows you to request disposal of most of the above wastes in one step. You can also use this form to request additional replacement supplies such as containers or tags.

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

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

Responsible Party

Dan Derheimer

Environmental Manager

Department of Environmental Health and Safety

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

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

Yes

A brief description of the program :

The policy of Indiana University is to make maximum use of furniture, equipment, and other such property. The Purchasing Department will attempt to redistribute items within the university based on equitable criteria. Any items no longer required by a department or division will be transferred to Surplus Stores.

The major objectives of Surplus Stores are to: redistribute assets within the university, relieve the university of unusable assets, and to reduce landfill refuse.

Given these policies and guidelines, Surplus Stores is empowered to offer items for sale to the general public once it is determined that no need for that item exists within the university. Some items that are sent to Surplus Stores are clearly ones that may be needed within the university. Therefore, an area is set aside and designated for university department purchases only. However, the vast majority of items located at Surplus Stores are available for purchase by the general public.

The website URL where information about the program is available :

<http://www.indiana.edu/~surplus/>

Limiting Printing

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

Yes

A brief description of how printing is limited :

The UITS printing allotment allows you to print in Student Technology Centers (STCs) and Residential Technology Centers (RTCs) if you have a UITS printing account. Allotments vary according to university status:

- Undergraduate students: 650 pages per semester
- Graduate and professional students: 1,000 pages per semester
- Student organizations: 400 pages per semester
- Faculty: 200 pages per semester

Students and faculty automatically receive these allotments each semester. These allotments are designed so 85% of students will not incur any additional printing expenses. Student organizations must have a faculty or staff sponsor to be eligible for a printing allotment.

If undergraduate, graduate or professional students exceed their print allotment, they will be charged four cents (\$0.04) per page. At the end of each semester, student printing totals are tabulated and over quota printing fees are added to your bursar bill.

Print Less Go Green Campaign

Printing is and will always be a part of the university experience. The Print Less Go Green campaign was established to provide information to students regarding ways to reduce printing, while maintaining full access to printing services.

The Student Technology Centers (STC's) are committed to finding more sustainable ways to provide you with printing on campus. The following are a few of the ways we are doing this.

*Improved Wireless Access: UITS continues to improve the speed and availability of its wireless network. Rather than carrying paper documents with you, bring your laptop to campus and have electronic access to all of your course materials.

*Improved Printer Accessibility: UITS has introduced printers in more convenient locations, so there is no need to print materials you might need later; there is always a printer nearby so you can print just the pages that you need to print. This also lessens the need for individuals in residence halls to own personal printers, which use large amounts of energy even in their idle state.

*Adobe agreement: : In 2008, UITS entered into an agreement with Adobe Systems to make available to all students, faculty, and staff, the most popular Adobe software. Adobe Acrobat permits users to mark-up course materials which are downloaded from on-line resources and stored on the user computer or thumb drive. By using Adobe Acrobat, users can avoid printing these material altogether. For more information about the Adobe agreement with IU, please see

<http://kb.iu.edu/data/axuq.html>

*Print Release Stations: In many locations (and more to come) UITs has introduced print release stations as a way to increase student productivity. Print release stations permit the user to avoid printing output:

- sent to the printer by mistake
- reprinted by mistake
- which is longer than expected
- when the printer is malfunctioning
- when the line at the printer is too long to wait

The number of forgotten or duplicate jobs has decreased so much that recycled paper bins which used to require emptying on a daily basis now only must be emptied weekly. We estimate a 10-25% reduction in paper waste as a result of print release stations!

See

<http://kb.iu.edu/data/atsj.html>

for more information about print release stations and how to use them.

*Duplex Capability: Duplex printing (two-sided output) reduces paper usage as well as solid waste. Duplex printing is available in all UITs Student Technology Centers (STCs) at IUB and IUPUI, and in all Residential Technology Centers (RTCs) at IUB. See

<http://kb.iu.edu/data/akez.html>

to learn more.

*Remanufactured Toners: Printing uses more than just paper. The number of toners required to produce the crisp, clean printouts we have at IU is also reduced when we cut back on our printing. The STCs have been using remanufactured toners for many years. Benefits of using remanufactured toners over new toners include:

- 38,000 tons of waste are kept out of municipal landfills per year on average
- New toners require 3 quarts of oil for their production. Remanufactured toners do not require oil for their production.
- Our toner remanufacture even reuses the boxes, reducing cardboard waste
- Purchasing remanufactured toners typically costs 30% to 50% less than new toners. Over the life of the average printer in the STCs this amounts to over \$3500 in savings per machine.

*Recycled content paper: UITs is currently piloting a project to better understand the impacts of using recycled-content paper in the STCs. By exploring maintenance and cost differences we can better understand if this is feasible on a larger scale in the STCs. In the spring of 2010 the STC located in the Union will serve as a test to evaluate this. We are always looking for ways to ensure reliable and affordable printing services while improving our environmental impact.

*Duplex Printing Testing: UITs will pilot a project to better understand the impacts of setting our printers to duplex (print two sided) by default. This change has the potential to save millions of sheets of paper every year. However, we will explore how such changes affect student habits and our own maintenance patterns to ensure that we continue to meet student needs well.

STC's offer 14 tips to help reduce printing:

Tip # 1: Reading eReserves online: Reading eReserves online: Unless directed otherwise by your instructor, consider reading eReserves online. For portability, you can also download them to your laptop. Some materials are even suitable for reading on your PDA. Sometimes professors prefer that you bring printed eReserves to class for collaborative study. If you are not sure, ask your professor.

Tip # 2: Use electronic storage: If you need to take it with you, save your document or file to My Workspace in Oncourse CL, store it on a USB flash drive, or burn it to a CD or DVD. You can also email documents to yourself as attachments and save them to your personal computer when you get home. For more about file storage options, see

<http://kb.iu.edu/data/ajay.html>

Tip # 3: Consider printing double sided or two-up: To conserve paper, toner, and other printing resources (while stretching your IUB printing allotment or IUPUI Jagtag dollars), consider printing double-sided or 2-up (two pages per sheet). For instructions, see:

<http://kb.iu.edu/data/aprm.html>

Tip # 4: Submit assignments electronically: Ask your instructors to accept your assignments electronically (e.g., via Oncourse CL, FTP, or email). Many instructors will.

Tip # 5: View document properties: Before printing a document, use print preview to verify that the page count and formatting is correct. This prevents printing blank or unwanted pages.

Tip # 6: Copy documents to your PDA: If you need to have your documents and eReserves available to you when you can not access the Internet, copy these documents to your PDA or laptop.

Tip # 7: Avoid printing email and web pages: Read email and web pages online. If you need to keep a copy, save it to some form of removable storage media. If you absolutely must print documents stored on the web, download them to your desktop before printing them. This will reduce printing bottlenecks and errors caused by network delays.

Tip # 8: Print just once: Be patient when sending print jobs to STC printers. Do not resend the same job multiple times if your output is delayed. Report the problem to the STC consultant. At IUB, if a consultant is not on site, call 812-855-3802 for assistance.

Tip # 9: Decrease font size: If you keep a printout for your own use, decreasing the font to the smallest legible size will reduce the number of pages printed.

Tip # 10: Use duplex printing: Duplex printing (two-sided output) is effective for lengthy material. (This will not save pages of your IUB printing allotment or reduce your cost of printing at IUPUI, but it will reduce waste paper.) For more, see

<http://kb.iu.edu/data/akez.html>

Tip # 11: Use print preview: Most applications in the STCs have a print preview feature that allows you to see how your printed document will appear so you can catch formatting errors or blank pages before you print. It is also particularly useful when you are printing web pages, which are often much longer than they appear to be.

Tip # 12: Run spell check: Use your application's spell checker to reduce mistakes and avoid reprints.

Tip # 13: Print only final copies: Instead of printing draft copies of your work, edit your work online and print only the final copy.

Tip # 14: Use smaller margins: Instead of use 1.25" margins, set your documents to use 1" margins to save paper and your allotment.

More information regarding the Print Less Go Green campaign can be found at:

<https://stcweb.stc.indiana.edu/GoGreen/index.cfm>

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

<http://kb.iu.edu/data/ahpo.html#about>

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

Yes

A brief description of the practice :

OneStart is Indiana University's Web-based application portal that provides a common front door to online services at all IU campuses. OneStart offers easier and more direct access to the multitude of services available for students, faculty, and staff. The goal for OneStart is to create a virtual campus community -- a place to study, work, collaborate, and have fun!

Course catalogues and schedules are found online through the Office of the Registrar at:

http://registrar.indiana.edu/stu_courseinfo.shtml

.

Students may also search for classes using OneStart.

Staff directories can all be located under individual departmental websites, and a campus building directory is available online at:

<http://www.iub.edu/~iubmap/>

. Printed campus directories have been eliminated.

The website URL where information about the practice is available :

<https://onestart.iu.edu/my2-prd/portal/0>

Chemical Reuse Inventory

Responsible Party

Dan Derheimer

Environmental Manager

Department of Environmental Health and Safety

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

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

Yes

A brief description of the program :

Indiana University has a chemical inventory database which allows researchers to make exchanges with new/used chemicals. Although there is no formal policy requiring labs to reuse older chemicals before new ones, as space and need for the older/used chemicals runs out they are sent back to the vendors to be burned in a cement kiln for energy.

The website URL where information about the practice is available :

Move-In Waste Reduction

Responsible Party

John Patishnock

Reclamation and Resale of Reusable Student Moveout Waste Intern
Office of Sustainability

"---" 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 :

There are recycling receptacles at all dorm rooms for cardboard, plastics, glass, aluminum, and paper. Cardboard collection is especially advertised during move in week, where 11 tons of cardboard were collected in 2009, and 12.5 tons in 2010 move in.

The Hoosier-to-Hoosier Community Sale program reduces the amount of move-in waste by allowing students to come to a sale in August where they can purchase items collected during move-out. This reduces packaging new materials from department stores would be delivered in.

The website URL where information about the program is available :

<http://newsinfo.iu.edu/news/page/normal/11893.html?emailID=11893>

Move-Out Waste Reduction

Responsible Party

John Patishnock

Reclamation and Resale of Reusable Student Moveout Waste Intern
Office of Sustainability

"---" 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 mission of the Hoosier-to-Hoosier Community Sale (H2H) is

- 1) to divert reusable items generated during the student move-out from the landfill,
- 2) to prevent additional resource consumption by selling collected items to students and community members in order to
- 3) raise funds for local charities and other organizations.

H2H aims to intercept reusable items that would otherwise end up in the landfill from IU dormitories, Greek houses, and off-campus student housing. Items will be collected starting in late April/early May during the student move-out, primarily from the dormitories and Greek housing, and in off-campus housing primarily in late July and early August. Under an agreement with the IU Athletics Department, collected items will be stored under the bleachers at the southwest corner of the football stadium from early May through the 3rd week of August.

This year the sale was held on August 21, 2010. Both the collection of items and the sale were largely volunteer-powered. 20 tons of materials were collected and resold. This first ever initiative raised \$10,487.10, which was donated to United Way and Habitat for Humanity to help them with their respective missions to help our neighbors in Monroe County.

The website URL where information about the program is available :

http://www.indiana.edu/~sustain/hoosier_to_hoosier/

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.

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

Water Consumption

Responsible Party

Lee Walters
Manager
Utility Information Group

Criteria

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

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

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

Water consumption, 2005 baseline year :

667000000 Gallons

Water consumption, performance year :

589000000 Gallons

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

-

On-campus residents, 2005 :

22395

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

20815

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

2253

On-campus residents, performance year :

23291

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

24945

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) :

-

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

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

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

Stormwater Management

Responsible Party

Michael Dorsett

EHS Specialist

Environmental Health and Safety

Criteria

Part 1

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

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

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

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

Part 2

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

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

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

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

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

Yes

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

Yes

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

Indiana University Bloomington Storm Water Program has six minimum control measures: public education & outreach, public participation & involvement, illicit discharge identification & elimination, construction site storm water run-off control, post-construction storm water run-off control, and pollution prevention & good housekeeping. Each control measure requires IU to perform certain activities in order to comply with state and federal regulations. Briefing, we are required to educate our public (students, staff, & faculty) on storm water issues and get their involvement in educational activities; we must identify and eliminate any illicit discharges getting into our storm water; we are required to use best management practices at our construction sites to reduce sediment in run-off; we must have adequately designed best management practices in place to take of run-off after construction (post-construction BMPs); we are required to do a lot of maintenance related activities to prevent storm water pollution (i.e. recycling, trash pick-up, road/parking lot maintenance, reduced pesticide use, eliminate sand use for street treatment, etc...).

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

http://www.ehs.indiana.edu/storm_water.shtml

Does the institution have a living or vegetated roof? :

Yes

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

IU has a living/vegetated roof on at least four building on campus. Above the School of Public and Environmental Affairs and the north end zone expansion of the new stadium extensive green roofs are in place. Above a section of the Simon building a more intensive green roof is in place. A vegetated roof is in place on the new Union Center residential complex. A vegetated roof is also being considered for the Memorial Union Building above the solarium room.

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

IU Bloomington has two parking lots with pervious concrete strips that drain to our storm water utility system: Basketball Practice/Assembly Hall and Innovation Center.

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

A retention pond is located at the east end of the Research and Teaching Preserve field lab to catch and hold rainwater. This allows the water to drain slowly--reducing erosion caused by quick runoff.

Does the institution have stone swales? :

No

A brief description of the institution's stone swales :

IU does have some rip-rap ditches, although they are not the same as a bio-swale. There are currently two construction projects that will incorporate bio-swales/rain gardens into the design: Ashton Student Housing and Cyber Infrastructure Building.

Does the institution have vegetated swales? :

No

A brief description of the institution's vegetated swales :

See above

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 :

Post-construction BMPs currently in use at IUB:

Swirl chambers – 4

Water quality units – 4

Inlet filters – various locations around campus

Oil/water separators – 5

Underground storm water detention system – 1

Waterless Urinals

Responsible Party

Bill Brown

Director of Sustainability

Office of sustainability

"---" 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 is a waterless urinal in the Service Building as well as at the Research and Teaching Reserve.

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

Lee Walters
Manager
Utility Information Group

"---" 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 :

There have been about 120 building, cooling tower, irrigation and master meters installed since 2003.

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Lee Walters

Manager

Utility Information Group

"---" 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? :

No

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

The Indiana University, Bloomington water system is tied to the city of Bloomington. To use non-potable water for irrigation or other purposes IU would have to run an independent irrigation system which is cost prohibitive at this time.

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

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

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

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

Responsible Party

Mike Girvin
Campus Division Manager
Physical Plant

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :

Yes

A brief description of the program or practice :

Since very little of the Indiana University Bloomington campus is irrigated we use plants that tend to be drought hardy except for our annual beds.

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

Weather-Informed Irrigation

Responsible Party

Mike Girvin
Campus Division Manager
Physical Plant

"---" 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 :

Some irrigation systems have weather sensors, others are monitored almost daily.

The website URL where information about the practice is available :

Planning, Administration & Engagement

Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee? :

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The mission of the Campus Sustainability Advisory Board is to provide broad-based academic and operational support for Indiana University's Office of Sustainability. The Office seeks to develop a broad, interdisciplinary academic and operational program that represents a systematic institutional effort to address large-scale issues of human-environment interaction on a local, regional, and global scale, as developed in the January 2008 Campus Sustainability Report. The Office adopts the United Nations' definition of sustainability as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Members of the committee, including affiliations :

Membership:

Michael Hamburger, Co-Chair- Geological Sciences

Paul Sullivan, Co-Chair- VPAD

Steve Akers- RPS

Matt Auer- Hutton Honors College, SPEA

Michael Baker- AFSCME, Phys. Plant

Christine Barbour- Political Science

Jacqui Bauer- Workshop

Purnima Bose- BFC

Keith Clay- Biology, CRES

Dennis Cromwell- OVPIT

Dan Derheimer- EHS

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

Aarthi Devanathan- RHA
Rob Fischman- Law
Tom Gieryn- VPFAA
David Good- SPEA
Gary Hammond- IUF
Bruce Jacobs- IMU
Peter Kaczmarczyk- CWA, Libraries
Jeff Kaden- Engineering Services
Ian Kaelble- IUSA
Thomas Martz- IUAA
Perry Maull- Transportation
Kathleen McCarnes- Libraries
Kent McDaniel- Transportation
Patricia Moser- PSC, EHS
Scott Nissen- GPSO
Chris Reynolds- Athletics
Edwardo Rhodes- SPEA, DEMA
Tim Rice- Purchasing
Scott Robeson- Geography
Barry Rubin- SPEA
Nicole Schonemann- Service Learning
Cynthia Schultz- BCoS, ex-officio
Benjamin Schultz- KSB
Carolyn Waldron- Law
Jeff White- SPEA
Mia Williams- Architects Office

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

<http://www.indiana.edu/~sustain/CSAB/index.html>

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The Indiana Office of Sustainability (IUOS) works to advance sustainable human-environment interactions within the Bloomington campus and community by collaborative academic and operational initiatives.

The number of people employed in the sustainability office :

2

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

<http://www.indiana.edu/~sustain/home.html>

Does the institution have a sustainability coordinator? :

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

Yes

Sustainability coordinator's name :

Bill Brown

Sustainability coordinator's position title :

Director of Sustainability

A brief description of the sustainability coordinator's position :

"As director of sustainability, Brown will help develop a coherent, campus-wide sustainability program by coordinating academic, research, operations and student activities. He will develop and coordinate a program of environmental stewardship, energy conservation, applied environmental science and policy research, environmental literacy and community outreach."

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

<http://newsinfo.iu.edu/news/page/normal/9983.html>

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted :

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 master plan provides several recommendations grouped under broad sustainable planning principles. This document serves as a strategic plan currently for the entire campus:

1. Adopt environmentally sensitive land use practices.

Building on the extraordinary environmental quality of the Bloomington campus, the Campus Master Plan increases the campus area dedicated to quality habitat—woodland, stream, and meadow.

2. Move toward a carbon-neutral campus.

The Campus Master Plan realizes the need for diversifying energy sources as well as improving efficiency and moving to a carbon neutral campus.

3. Ensure a range of transportation options.

The Campus Master Plan identifies land use changes to consolidate diverse campus uses within easy walking distance and reorganizes

some of the critical routes through campus to increase convenience and safety.

4. Plan for innovative sustainable buildings and landscapes.

Recommendations include using site vegetative and landscaping features to create beneficial local microclimates which will minimize energy and water usage in campus buildings, and install meters to create a thorough database of existing campus building energy.

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 Campus Master Plan recognizes the need for enhanced gathering spaces.

At the campus level, there are special use and recreational facilities that act as gathering spaces for the whole campus community, such as the Indiana Memorial Union (IMU), Wells Library, and the Student Recreational Sports Center. These facilities already provide a variety of activities, food service, and social spaces. The next tier of organized social spaces with activity and food options are the dining halls within individual residence buildings, serving the population of that building or residence quad. A middle layer is missing, which can provide social and gathering spaces at the neighborhood level. These neighborhood spaces will create opportunities for residents, students, faculty, researchers, and staff from the neighborhood to cross paths and interact.

One suggestion on how to accomplish this feat is to expanded the use of meal points and campus access card discount, supporting local businesses.

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 Campus Master Plan lists areas of improvement and their associated costs. One examples includes: A chilled water system for more efficient HVAC processes- \$11.2 million.

Other suggestions are made to help secure energy costs in an unstable future, such as diversifying energy sources.

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

<http://masterplan.indiana.edu/iub/iub.cfm>

Physical Campus Plan

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

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

Yes

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

Building on the groundbreaking Campus Sustainability Report (January 7, 2008), this Campus Master Plan embeds sustainability throughout. The Campus Master Plan has focused on a purposeful and strategic incorporation of both quantitative and qualitative improvements to the setting of the academic mission, to promote a campus that manifests sustainable planning principles. Implicit in the plan is the goal of developing the campus as a learning environment where innovation is promoted, interpreted, and celebrated.

The year the physical campus plan was developed or adopted :

2009

The website URL where the physical campus plan is available :

<http://masterplan.indiana.edu/iub/iub.cfm>

Sustainability Plan

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

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

Yes

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

Builds on Campus sustainability report: This report summarizes the efforts of the Indiana University Task Force on Campus Sustainability to develop a comprehensive program in sustainability for the IU Bloomington campus. The work is the product of a broad-based effort by over 100 Indiana University faculty, staff, and students, under the leadership of a 16-member Task Force, who have examined issues of environmental sustainability across a broad swath of academic, administrative, and operational programs at IUB.

A brief description of the plan's measurable goals :

- Completing an emissions inventory.
- Within two years, setting a target date and interim milestones for becoming climate neutral.
- Taking immediate steps to reduce greenhouse gas emissions by choosing from a list of short-term actions.
- Integrating sustainability into the curriculum and making it part of the educational experience.
- Making the action plan, inventory and progress reports publicly available.

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

The Campus Sustainability Report plans are currently available through the Office of Sustainability website. Greenhouse gas emissions from the last inventory are also made available online. Starting in March 2011 a greenhouse gas inventory will be conducted yearly.

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

http://www.indiana.edu/~sustain/docs/Campus_Sustainability_Report.pdf

The year the plan was developed or last updated :

2009

Climate Action Plan

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

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

The Campus Master Plan outlines a course towards meeting the ACUPCC challenge of reducing campus greenhouse gas emissions by 80 percent by the year 2050. This wedge analysis also recommends a 30% reduction in greenhouse gases by 2020.

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

The Campus Master Plan identifies strategies that, if fully implemented, would result would result in a 30 percent reduction in carbon emissions by 2020.

Overlaid on the key themes of the Campus Master Plan, the recommendations are grouped under several broad sustainable planning principles:

1. Adopt environmentally sensitive land use practices.
2. Move toward a carbon-neutral campus.
3. Ensure a range of transportation options.
4. Plan for innovative sustainable buildings and landscapes.

For a full summary of suggestions and recommendations listed in the Campus Master Plan please reference pages 114 to 119 and 182 to 183 of the Campus Master plan, or follow the link:

<http://masterplan.indiana.edu/iub/sustainable.pdf>

Year the climate plan was formally adopted or approved :

2009

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

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

The reduction level (percentage) institution has committed to :

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

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

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

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

<http://masterplan.indiana.edu/iub/iub.cfm>

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.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

Vicki Roberts

Associate Vice President

Office of Academic Support and Diversity

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee? :

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The Office of the Associate Vice President for Academic Support and Retention, formerly known as the Office of the Associate Vice President Pre-Collegiate Initiatives and Academic Support, was established in 1998 to further enhance student success and to create a climate that promotes cultural, ethnic, and gender diversity. In addition to advocating for students, our staff coordinates a broad range of programs and services for students. Within the Office of the Associate Vice President for Academic Support and Retention, the associate vice president and the directors lead a team of professionals responsible for a wide variety of academic support services primarily for undergraduate students. We work to assure that student needs are met and all students are successful.

Members of the committee, including job titles and affiliations :

Carolyn Calloway-Thomas, chair

Edwardo L. Rhodes, ex officio

Doug Priest, ex officio

Emilia Martins

Anthony V. Ardizzone

Deloise G. Holliday

Mary E. Tourner

Douglas E. Bauder

Vivian Halloran

Bruce Arthur Jacobs

Carolyn Ethel Holmes

Samrat Upadhyay

Vera Heuer

Eric Love

Julie Knost

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

<http://www.indiana.edu/~dema/>

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

The office of the Vice President for Diversity, Equity, and Multicultural Affairs (DEMA) is responsible for a diverse array of programs, services, and activities that transcend campus, academic, and administrative boundaries. Our mission is to serve as an effective advocate for underrepresented students, faculty, and staff and to provide programs and services that promote excellence through diversity, equity, and culture at Indiana University.

The number of people employed in the diversity office :

110

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

<http://www.indiana.edu/~dema/>

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Eric Love

Diversity coordinator's position title :

Diversity Educator

A brief description of the diversity coordinator's position :

The Diversity Educator is involved with outreach and programs at the student level. Diversity Education in institutions of higher learning have sought to promote cultural awareness, cross cultural dialogue, and other diversity programs designed to lessen possible prejudices harbored by students and to create a campus climate conducive for academic success for all students. Additionally, Diversity Education has served to promote a fair and equitable society beyond graduation

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

<http://www.indiana.edu/~diversit/>

Measuring Campus Diversity Culture

Responsible Party

Vicki Roberts

Associate Vice President

Office of Academic Support and Diversity

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

A brief description of the assessment(s) :

Nation Survey of Student Engagement (NSSE) is conducted yearly. Their website describes in detail how this survey was designed to collect information "about student participation in programs and activities that institutions provide for their learning and personal development." It goes on to describe that "Institutions use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices."

<http://nsse.iub.edu/html/about.cfm>

The Collaborative on Academic Careers in Higher Education (COACHE) was developed by faculty at Harvard University and is also used as an assessment to measure attitudes of diversity. Information about this program can be found at

<http://www.coache.org>

Year the assessment was last administered :

STARS Reporting Tool | AASHE | Sierra Magazine

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

The results are looked at by the DEMA office, where, depending on the responses to each assessment, new policies or programs are developed or put in place.

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

http://www.indiana.edu/~dema/campus_div_rpts/divrpt_iusb.pdf

Support Programs for Underrepresented Groups

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :

Indiana University Bloomington has many affinity groups and support programs to support under-represented groups on campus.

Such groups include:

- * African American Arts Institute: Performing arts program that focuses on the rich and varied traditions of African American heritage.
- * Archives of African American Music and Culture: A group devoted to establishing a unique collection of primary and secondary source materials on African-American music and culture where such materials are scarce or nonexistent.
- * Asian Culture Center: Provides a home for all students interested in Asian cultures.
- * Black Film Center/Archive: The Black Film Center/Archive was established in 1981 as a repository of films and related materials by and about African Americans.
- * Communication and Culture, Department of: Explores the cultural dimensions and implications of communication practices from oral and written language, to film, television, and digital media.
- * First Nations Educational & Cultural Center: Provides educational programs, recruitment and support for Native American students.
- * Helene G. Simon Hillel Center ("Jewish home away from home"): Dedicated to assuring that Jewish college students have opportunities to recognize and develop their leadership potential and to express their Jewishness in many traditional and creative ways.
- * International Center, Leo R. Dowling: Acts as a link between international students, international student organizations and the Indiana University Bloomington community.

- * Islamic Center of Bloomington: Provides a mosque for Islamic students.
- * La Casa Latino Cultural Center: Purpose is to achieve through educational and social programs, a greater historical, political and cultural awareness regarding Latina/os.
- * Mentoring Services and Leadership Development, Office of: makes available a variety of mentoring services and initiatives to support student success, with special emphasis in working on behalf of students from under-represented and/or under-served populations.
- * Multicultural Initiatives, Office of: Develops, encourages, and facilitates programming related to diversity issues, and support services for students, faculty and staff of diverse ethnicities.
- * Neal-Marshall Black Culture Center: Focused on supporting the teaching, research, and service missions of the university, while also providing a positive and hospitable social environment for African American and African students, faculty, and staff.
- * Rootwords: Looks and the actions of leaders to express action, power, and depth.

Other student groups can be found at:

http://www.indiana.edu/~dema/student_orgs.shtml

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

Indiana University Bloomington has many affinity groups and support programs to support under-represented groups on campus.

Such groups include:

- * African American Arts Institute: Performing arts program that focuses on the rich and varied traditions of African American heritage.
- * Archives of African American Music and Culture: A group devoted to establishing a unique collection of primary and secondary source materials on African-American music and culture where such materials are scarce or nonexistent.
- * Asian Culture Center: Provides a home for all students interested in Asian cultures.
- * Black Film Center/Archive: The Black Film Center/Archive was established in 1981 as a repository of films and related materials by and about African Americans.
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- * Helene G. Simon Hillel Center ("Jewish home away from home"): Dedicated to assuring that Jewish college students have opportunities to recognize and develop their leadership potential and to express their Jewishness in many traditional and creative ways.
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- * Neal-Marshall Black Culture Center: Focused on supporting the teaching, research, and service missions of the university, while also providing a positive and hospitable social environment for African American and African students, faculty, and staff.
- * Rootwords: Looks and the actions of leaders to express action, power, and depth.

Other student groups can be found at:

http://www.indiana.edu/~dema/student_orgs.shtml

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

Indiana University Bloomington has many affinity groups and support programs to support under-represented groups on campus.

Such groups include:

- * African American Arts Institute: Performing arts program that focuses on the rich and varied traditions of African American heritage.
- * Archives of African American Music and Culture: A group devoted to establishing a unique collection of primary and secondary source materials on African-American music and culture where such materials are scarce or nonexistent.
- * Asian Culture Center: Provides a home for all students interested in Asian cultures.
- * Black Film Center/Archive: The Black Film Center/Archive was established in 1981 as a repository of films and related materials by and about African Americans.
- * Communication and Culture, Department of: Explores the cultural dimensions and implications of communication practices from oral and written language, to film, television, and digital media.
- * First Nations Educational & Cultural Center: Provides educational programs, recruitment and support for Native American students.
- * Helene G. Simon Hillel Center ("Jewish home away from home"): Dedicated to assuring that Jewish college students have opportunities to recognize and develop their leadership potential and to express their Jewishness in many traditional and creative ways.
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* Mentoring Services and Leadership Development, Office of: makes available a variety of mentoring services and initiatives to support student success, with special emphasis in working on behalf of students from under-represented and/or under-served populations.

* Multicultural Initiatives, Office of: Develops, encourages, and facilitates programming related to diversity issues, and support services for students, faculty and staff of diverse ethnicities.

* Neal-Marshall Black Culture Center: Focused on supporting the teaching, research, and service missions of the university, while also providing a positive and hospitable social environment for African American and African students, faculty, and staff.

* Rootwords: Looks and the actions of leaders to express action, power, and depth.

Other student groups can be found at:

http://www.indiana.edu/~dema/student_orgs.shtml

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

<http://www.indiana.edu/~dema/culture.shtml>

Support Programs for Future Faculty

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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 :

The IUB Office of Strategic Hiring and Support has been involved in implementing programs that seek to recruit and retain minority faculty, and other universities might consider adopting similar programs of their own.

The Strategic Hiring Program at IUB assists academic departments in hiring and retaining minority and senior women faculty through the development of tenure and mentoring initiatives and the provision of funds for faculty salaries. As of 2003-2004, 117 scholars from a wide range of disciplines have been hired by IUB as a result of this program—17 of which were hired within the School of Education, eight in the department of English, five in the Kelley School of Business and the department of history, and three in the departments of biology and psychology. Further, the minority faculty members hired as part of the Strategic Hiring Program compose a large proportion of the minority faculty in the School of Education. This school had 15 minority faculty members in 2002-2003, which composed 14.6 percent of the total faculty there. Thirteen of the 17 faculty members (76 percent) hired through this program by the School of Education remain at IUB. The diversity within the departments of English and history has also increased as a result of the Strategic Hiring Program; minorities constitute 7.5 and 8.7 percent of the faculty in the English and history departments, respectively. Neither the Kelley School of Business nor the departments of biology and psychology have more than two minority faculty members (and none have more than two percent minority faculty) in their respective fields of study. Perhaps if these three areas used the resources available through the Strategic Hiring Program, they might be able to increase the number of minority faculty in the same way that the School of Education has.

The Office of Strategic Hiring and Support is also responsible for the Faculty Fellowship Program (FFP), which brings recent recipients of doctoral degrees to the IUB campus throughout the academic year and summer to teach and advance their research. The objective of

the FFP is to provide participating departments and schools with qualified minority instructors and researchers that will lead to tenure track positions at IUB at the conclusion of the fellowship or in the near future (IUB SH&S undated). This program provides opportunities for professional development for the faculty fellows and also serves as a mechanism for identifying potential candidates for faculty openings. Even if a faculty fellow is not offered a job immediately, departments can use faculty fellowship program directories to identify potential qualified candidates when positions do open up.

Another example of a program that creates opportunities for minority doctoral recipients to work in academia is the University of Michigan's Martin Luther King Jr./Cesar Chavez/Rosa Parks (KCP) Fellowship program (

<http://www.rackham.umich.edu/Fellowships/guideln/2430.html>

). The KCP Fellowship program provides financial assistance for minority graduate students who are working on completing their doctoral degrees (and who are residents of Michigan). In return, the recipients must obtain an academic or administrative position within a post-secondary institution in Michigan or Illinois and stay in that position for a minimum of three years after receiving a doctoral degree. This program is designed to increase the number of minorities receiving doctoral degrees and the number of minorities with careers in higher education. The state of Florida has a similar program. The Florida Education Fund's McKnight Doctoral Fellowship program (

<http://www.fl-educ-fd.org/mdf.html>

) grants annual fellowships to African Americans who are working toward a doctoral degree at Florida universities. The purpose of this program is to increase the number of African Americans who qualify for faculty positions at post-secondary institutions within the state of Florida. Turner, in an appendix of her monograph, *Diversifying the Faculty: A Guidebook for Search Committees*, provides a list of Web resources available that have information about other programs throughout the United States that are working to increase the diversity of faculty in colleges and universities. Search committees might find these resources useful (Turner 2002, 35).

A report titled, "Diversity in Higher Education: Minority Faculty Representation at the Big Ten Universities [August, 2004]" further details these programs and can be found at:

http://www.indiana.edu/~shs/docs/Minority_Faculty_BigTen.2004.pdf

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

<http://www.indiana.edu/~shs/>

Affordability and Access Programs

Responsible Party

Vicki Roberts

Associate Vice President

Office of Academic Support and Diversity

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?

:

Yes

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

Groups Student Support services is a federally funded TRIO program here to help specially selected students every step of the way--from the time they complete their application to attend IU until they accept their diploma on graduation day.

Eligible students are the first in their family to attend college, those with limited financial resources, and students with disabilities from all racial and economic backgrounds.

A proven program of information, support, and guidance helps provide Groups students with the academic and emotional support necessary to excel in the classroom and beyond.

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income

students? :

Indiana University promotes several programs and fellowships to encourage underrepresented students to attend its campuses. The variety of cultures at the campus create a robust environment for all faculty, staff, and students. IU also makes available international programs and opportunities to study and become involved with many different cultures.

Selected fellowships, internships and scholarships are offered by:

- African American and African Diaspora Studies
- Center for the Integrative Study of Animal Behavior Research Experiences for Undergraduates Program (CISAB/REU)
- Center for Latin American and Caribbean Studies
- Center for the Study of Global Change
- Colleges in Indiana
- Council of Graduate Schools
- Community and Schools Partnerships
- Diversity Education
- Educations.com
- Enhancing Diversity, School of Education
- First Nations Educational & Cultural Center
- Gender Studies
- GradGrants Center
- Graduate Creative Writing Program
- Herbert Presidential Scholars
- HBCU (Historically Black Colleges and Universities)-STEM (Science, Technology, Engineering and Math) Initiative
- Hudson Holland Scholars Program
- Hutton Honors College
- International Affairs, Office of the Vice President for
- IU GradGrants Center
- Latino/a Studies Program
- NASA-supported internships, fellowships, and scholarships
- National Science Foundation graduate school financial support opportunities
- National Science Foundation postdoc financial support opportunities
- Overseas Study, Office of
- Pathways to Science
- Precollege Programs at Indiana University
- Science Careers from the Journal Science: New Student and Institutional Support Programs
- STEM (Science, Technology, Engineering and Math) Initiative Summer Scholars Institute
- Twenty-First Century Scholars Program
- University Graduate School Diversity Resources
- University Graduate School GradGrants Center
- Vice President for International Affairs, Office of the

http://www.indiana.edu/~dema/educ_fel.shtml

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

STARS Reporting Tool | AASHE | Sierra Magazine

Training programs are in place to equip faculty for any situations they may encounter working for DEMA. The 2009 Campus Diversity Committee's Annual report describes measures taken to provide training to employees that include using UCET and FACET to develop a formal series of diversity awareness workshops and train a cadre of faculty in diversity awareness so that they can serve as mentors to new minority faculty as well as continue to train other faculty members in diversity awareness with the goal of creating an inclusive campus climate that respects difference. Develop a plan to evaluate the success of this effort.

The report also calls for developing a formal mentor training program through UCET so that all faculty assigned to mentor new colleagues have been trained in what is expected of them to make the mentoring experience more uniform across campus. Continue to monitor these mentoring experiences so that improvements can be made as needed.

The full report can be found at:

http://www.indiana.edu/~dema/campus_div_rpts/divrpt_iusb.pdf

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

Indiana University offers a range of academic and other support services as diverse as its students.

Organizations associated with such services include:

- Academic Support Centers
- Adaptive Technology and Accessibility Centers
- Admissions, Office of
- AGEP (Alliance for Graduate Education and the Professoriate) Program
- Bloomington-World Wide Friendship, Inc.
- Campus Life Division
- Commission on Multicultural Understanding
- Community Education Program
- Disabled Student Services
- Diversity Education Program
- Enhancing Diversity, School of Education
- Gay, Lesbian, Bisexual, Transgender Student Support Services
- Groups Student Support Services
- Mentoring Services and Leadership Development, Office of
- Multicultural Initiatives, Office of
- Precollege Programs at Indiana University
- Racial Incidents Team
- Residential Programs and Services
- Student Financial Assistance, Office of
- Strategic Mentoring, Office of
- Student Academic Center
- Student Advocates
- Student Conduct Code
- Student Ethics & Anti-Harassment Programs
- University Graduate School

- Veterans Services
- Visitor Information Center
- Women's Affairs, Office for
- Writing Tutorial Services

<http://www.indiana.edu/~dema/support.shtml>

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

Selected scholarships include:

AMBI Scholarship in Science & Medicine

The AMBI Scholarship in Science & Medicine is a national scholarship program designed to recognize, reward, and support African-American and Hispanic women who have a genuine ambition to pursue careers as nurses, doctors, or chemists. These women are nontraditional students who may have taken a break from their academic careers but now desire to attend school while balancing a family, work, and other personal goals.

Boston University Summer Undergraduate Research Fellowships (SURF)

Boston University provides ten to twenty \$4,500 awards for a ten-week research experience that supports undergraduate students for the summer. Fellowships are offered to promote access to graduate education to talented undergraduate students, especially among underrepresented minorities. These fellowships provide research projects supervised by Boston University faculty in engineering, computer science, biology, chemistry, and psychology.

Dalmas A. Taylor Memorial Summer Minority Policy Fellowship

This award is presented in honor of the memory of Dalmas A. Taylor, who passed away during his term as President of the Society for the Psychological Study of Social Issues (SPSSI). The fellowship is administered in conjunction with APA's Minority Fellowship Office, and provides an opportunity for a graduate student of color to work on public policy issues in Washington, DC.

Constance Holland Scholarship

The Constance Holland Scholarship is a \$500, \$250, and \$100, non-renewable scholarship. Constance Holland was a member of Alpha Kappa Alpha Sorority, Inc. She served as a Social Science and English instructor throughout her teaching tenure and retired from Bloomington High School South. She was a dynamic teacher named Indiana Teacher of the Year 1982. Among her many accomplishments, she held many national sorority positions and was a charter member of Kappa Tau Omega Chapter. This scholarship is in her honor. For more information, contact: Kappa Tau Omega, Scholarship Committee, P.O. Box 5007, Bloomington, IN 47407-5007.

Five Colleges Dissertation Fellowships

Five College Fellowships offer year-long residencies for doctoral students completing dissertations. The program supports scholars from under-represented groups and/or scholars with unique interests and histories whose engagement in the Academy will enrich scholarship and teaching. Normally, four fellowships are awarded each year. Each Fellow is hosted within an appropriate department or program at Amherst College, Hampshire College, Mount Holyoke College, or Smith College. Fellows are provided research and teaching mentors and connected through the consortial office to resources and scholars across the five campuses, which include UMass Amherst.

Ford Foundation Diversity Fellowships

The Ford Foundation Diversity Fellowships seek to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students. Available at the pre-doctoral, dissertation and post-doctoral levels.

Gates Millennium Scholars

The Gates Millennium Scholars Program (GMS), established in 1999, was initially funded by a \$1 billion grant from the Bill & Melinda Gates Foundation. The goal of GMS is to promote academic excellence and to provide an opportunity for outstanding minority students with significant financial need to reach their highest potential.

Grice Marine Laboratory Summer Research in Marine Biology

The Fort Johnson Summer Research Fellowship Program is a ten-week program combining formal classroom work with independent research in areas of crucial concern for marine biologists today. The program is designed to provide undergraduate students with a modern research experience employing physiological, cellular, and molecular techniques to address questions in areas such as environmental bioindicators, algal physiology, acid-base physiology, respiratory physiology, immunology, population genetics, and evolutionary biology of marine organisms. Up to 10 fellowships are awarded each year through the cooperative efforts of the marine laboratories at Fort Johnson.

Hearst Minority Fellowships in Philanthropy

The Aspen Institute Program on Philanthropy and Social Innovation offers a paid internship to introduce a diverse group of students to issues and challenges affecting nonprofit organizations, philanthropy, social enterprise, and other actors in the social sector. The William Randolph Hearst Endowed Fellowship for Minority Students is open to undergraduate and graduate students of color and is offered three times a year (fall, spring, and summer semesters) at the Aspen Institute's office in Washington, D.C.

Hispanic Fund Scholarships

Last year the Hispanic College Fund awarded \$2 million to more than 615 students nationwide. More than 80 percent of the scholarships that were awarded were for students studying business, science, technology, engineering, and math. Each scholarship program has its own set of criteria. Each scholarship application site will state the full list of requirements for each program.

Institute for Broadening Partnerships

Students considering undergraduate summer research and/or applying to graduate school should explore opportunities available through the Institute for Broadening Partnerships (IBP). Postdoc listings for students getting ready to finish their doctorates are also available through the IBP.

IU Center for the Integrative Study of Animal Behavior Research Experiences for Undergraduates Program (CISAB/REU)

The CISAB offers support for ten undergraduate students to participate in animal behavior research at Indiana University each summer. During the first two weeks, interns divide their time between group training activities and their home laboratory where they begin working out their research project. The group training activities include research seminar presentations, hands-on training in field and laboratory techniques (including a trip behind the scenes at the Indianapolis zoo) and a workshop in ethics. The remainder of the summer is focused on the conduct, analysis, and presentation of their research project. Brief workshops are also offered on taking the graduate record examinations, applying to graduate school, and designing a power point presentation.

IU HBCU-STEM Summer Scholars Institute

The IU HBCU-STEM Summer Scholars Institute is an eight-week program held at the IU Bloomington and IUPUI campuses. It enrolls select HBCU and IU students who engage in continuous, substantive research at the Institute and their universities. Other activities include technical writing training, GRE preparation, and opportunities for colloquia with STEM Initiative faculty and professionals. Summer Scholars live in IU housing and receive a \$4,000 stipend, plus room and board.

Jackson Laboratory Summer Student Program

The nationally renowned Summer Student Program provides undergraduate students with an opportunity to conduct independent research under the guidance of staff scientists. The Jackson Laboratory is an independent, not-for-profit research institution. The laboratory's work is dedicated to the betterment of human health through research in mammalian genetics.

Meyerhoff Scholars Program

The Meyerhoff Scholars Program at the University of Maryland Baltimore County is a major initiative to increase the numbers of

underrepresented students in science, engineering, and mathematics. Recruitment is conducted from among high-achieving science and math students across the nation, with in-depth screening. Students are offered a comprehensive, four-year scholarship program that includes tuition, books, room, board, and a Summer Bridge Program. The Meyerhoff Graduate Fellows Program promotes cultural diversity in the biomedical sciences at the graduate level.

Moore Undergraduate Research Apprentice Program (MURAP)

The Moore Undergraduate Research Apprentice Program (MURAP) is a paid summer fellowship designed to foster the entrance of talented students from diverse backgrounds within the humanities, social sciences, and fine arts into graduate school and faculty positions in U.S. colleges and universities. More broadly, the program seeks to increase the presence of minorities and others who demonstrate a commitment to eradicating racial disparities in graduate school and eventually in academic ranks. MURAP aims to achieve its mission by identifying and supporting students of great promise and helping them to become scholars of the highest distinction.

Morris K. Udall Foundation Undergraduate Scholarship

The Morris K. Udall Foundation Undergraduate Scholarship awards scholarships to sophomore- and junior-level college students committed to careers related to the environment, tribal public policy, or Native American health care. Scholarships are offered in any of three categories: (1) To students who have demonstrated commitment to careers related to the environment; (2) To Native American and Alaska Native students who have demonstrated commitment to careers related to tribal public policy; or (3) To Native American and Alaska Native students who have demonstrated commitment to careers related to Native health care.

NASA Motivating Undergraduates in Science and Technology (MUST)

The Motivating Undergraduates in Science and Technology Project, or MUST, funded by the NASA, is a joint partnership between the Hispanic College Fund, the United Negro College Fund Special Programs and the Society for Hispanic Professional Engineers. MUST awards scholarships and internships to undergraduates pursuing degrees in STEM fields.

Porter Physiology Fellowships for Minorities

Fellowships are available to support the training of talented minority students entering a career in physiology. The program encourages diversity among students pursuing full-time studies towards a graduate degree in the physiological sciences and to encourage their participation in the American Physiological Society.

Rotary Ambassadorial and World Peace Scholarships

Funded by the Rotary Foundation of Rotary International, these scholarships are designed to advance international understanding and goodwill and provide opportunities for international study in more than 160 countries where Rotary clubs are located. Some 1,000 scholarships will be available from clubs worldwide. Ambassadorial Scholarships, valued at approximately US\$23,000, finance one academic year of study abroad, including round-trip transportation, tuition and fees, room, board, some educational supplies and language training (if necessary). Ambassadorial Scholarships may be awarded in virtually any field of study. Rotary World Peace Scholars study peace and conflict resolution at one of the Rotary Centers for International Studies located at eight universities worldwide. The World Peace Scholarship funds a master's degree or its equivalent in peace and conflict resolution, with course work focusing on the causes of conflict and strategies to promote peace and world understanding. Guidelines and applications for both programs may be downloaded from the Rotary International Web site at

www.rotary.org/RIdocuments/en_pdf/139en.pdf

and

www.rotary.org/newsroom/downloadcenter/pdfs/083en.pdf

University Graduate School Diversity Resources

Links to IU graduate fellowships and other fellowships for underrepresented students.
[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

University Graduate School GradGrants Center

Publishes a Fellowships & Grants newsletter with IU and national opportunities for members of minorities groups.

University of Wisconsin-Madison Integrated Biological Sciences Summer Research

For ten weeks, participants work full time with UW-Madison faculty and researchers in state-of-the-art research facilities. Potential areas of study include: bioenergy; cellular and molecular biology; computational biology and biostatistics; ecology, plants, and environmental systems; neurobiology; and virology. These six disciplinary clusters are intellectually woven together at weekly meetings in an interdisciplinary learning community through evolutionary theory and the research process. In addition to meeting with the interdisciplinary group, students prepare research proposals, final papers, and oral presentations summarizing their work.

The Urban Institute Summer Academy for Public Policy Analysis and Research

The Urban Institute Summer Academy is a unique and challenging program of skills-building, career development, and mentoring for minority undergraduates interested in careers in public policy research. The year-long fellowship begins with an intensive eight-week summer program on location at the Urban Institute in Washington, DC, starting in June. The Urban Institute Summer Academy is free to students who are accepted. In addition, the program will provide students with round-trip transportation to Washington, DC; housing at nearby George Washington University dormitories, and a stipend.

Individual departments may also offer scholarships of fellowships, and can be found at:

http://www.indiana.edu/~dema/educ_fel.shtml

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

Guiding students and guiding parents go hand in hand for the programs established by DEMA. Many of the programs specifically outline steps for parents to take along the course of the child's academic career.

Although students of low-income generally come from under-represented groups (which would thus qualify all of the programs listed in PAE-8 for this credit as well) programs with a larger emphasis on parent guidance include:

Exxon Mobile Bernard Harris Summer Science Camp

Community and School Partnerships

Gary Pre-Collegiate Initiative

Groups Student Support Program

21st Century Scholars Regional Program

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

Many of the above programs provide incentives to target enrollment of students with low-income backgrounds. For a description of how individual programs are targeting students please visit:

Specific programs that can be used as outreach for low-income background groups include:

*Groups Student Support Services Program

The Groups Program supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students by helping them adjust to university life.

Herman C. Hudson & James P. Holland Scholars Program

The Hudson & Holland Scholars Program provides financial and educational support to academically talented undergraduate students from traditionally underrepresented minority populations at IU Bloomington. HHSP focuses specifically on students pursuing degrees in biology, chemistry, computer science, mathematics, or physics.

A brief description of the institution's other admissions policies and programs :

A brief description of the institution's other financial aid policies or programs :

A brief description of the institution's other policies and programs not covered above :

The website URL where information about programs in each of the areas listed above is available :

<http://www.indiana.edu/~dema/support.shtml>

Gender Neutral Housing

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

"---" 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 :

On the Apartment Housing Application student can check a transgendered box in response to their gender, and are also encouraged to describe special accommodations, assignment preferences, and other occupants.

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

http://www.rps.indiana.edu/housinggd_place.cfml

Employee Training Opportunities

Responsible Party

Vicki Roberts

Associate Vice President

Office of Academic Support and Diversity

"---" 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 :

Cultural competence trainings and activities are available to all employees who are willing to take advantage of these resources. Some departments on campus even require their staff to partake in these trainings, even if it is not directly applicable for their everyday work responsibilities.

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

Student Training Opportunities

Responsible Party

Vicki Roberts

Associate Vice President

Office of Academic Support and Diversity

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

Does the institution make cultural competence trainings and activities available to all students? :

Yes

A brief description of the cultural competence trainings and activities :

In addition to the programs already offered through DEMA, the Residential Assistants Staff are required to take classes concerning working with diverse populations. Progress is also being made to create a course mandatory for incoming freshman to expose them to aspects of different cultures.

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

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.

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Responsible Party

Violet Bloom

Director of Compensation

Human Relations

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

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

8451

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

8451

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

All employees are paid at least minimum wage on the Bloomington campus, with some hourly employees making equal to or greater than minimum wage, and the majority of other employees making above this amount. The University conducts market studies to make sure salary wages and compensation programs are competitive with the relevant job markets. These studies are used to adjust compensation accordingly.

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 :

2009

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

Employee Satisfaction Evaluation

Responsible Party

Suzanne Ryan

Director

Employee Relations

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

No

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

Indiana University Bloomington, does not conduct employee satisfaction surveys at this time. Individual schools and departments may conduct such surveys.

The year the employee satisfaction evaluation was last administered :

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

Staff Professional Development in Sustainability

Responsible Party

Frank Epperson Jr.
Accommodations Specialist
Human Resources

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 :

Faculty and staff are encouraged to participate in courses, workshops, conferences, Green Bag Luncheons, presentations, and other activities of the Office of Sustainability. In addition, the Office of Sustainability regularly makes presentations to faculty and staff professional groups.

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

<http://www.indiana.edu/~sustain>

Sustainability in New Employee Orientation

Responsible Party

Frank Epperson Jr.
Accomodations Specialist
Human Resources

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

No

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

The focus of orientation is benefits enrollment

The website URL for the information about sustainability in new employee orientation :

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.

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

Total number of people employed by the institution :

8451

Program name (1st program) :

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

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

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

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

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

Program name (2nd program) :

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

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

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

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

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

Program name(s) (all other programs) :

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

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

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

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

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

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :

Yes

A brief description of the child care program, policy, or practice :

Early Childhood Education Services (ECES) provides year round, high quality care and education to the children of Indiana University Bloomington faculty, staff and students. Our Commitment to high quality is demonstrated through strong campus support, child centered, active learning environments based on best practices and the use of degreed, master teachers. In addition to this service component, the IUB child care centers meet the academic mission of Indiana University by providing sites for student training and by serving as research sites for IUB faculty and students. Finally, the child care centers at IUB serve as model high quality, early education programs for the Bloomington community and the state of Indiana.

The office of Campus Child Care Support was established in 1996 through the recommendation of the IUB Campus Child Care Coalition with the support of student, faculty and staff organizations on the Bloomington campus. Funded through the Office of the Provost, Campus Child Care Support has a 3 part mission:

- * To oversee and coordinate all child care services on the Bloomington campus.
- * To provide a single point of entry for IUB students and employees seeking child care information and services on the Bloomington campus.
- * To advocate for expansion and increased support for child care services on the Bloomington campus.

Five day care options are available for students, faculty, and staff at Indiana University Bloomington. Three of the five day care facilities are nationally accredited, licensed facilities. The last two are run by children's parents and meet home day-care standards.

Day Cares receive a subsidy from Indiana University to reduce fees, and a portion of student activity fees also goes towards funding.

Childcare Centers Include:

Campus Children's Center

The Campus Children's Center provides the Indiana University community with quality year-round early care and education for children ages 6 weeks through 5 years. The goal of Campus Children's Center is to promote the children's healthy emotional, social, physical, and cognitive growth and development by providing a child-centered, active learning environment characterized by highly qualified teachers, low group size, and developmentally focused classrooms. Campus Children's Center is a model site for professional development and research for faculty, students, and practitioners.

Campus View Child Care

The Campus View Child Care Center provides the Indiana University community with quality year-round child care for children ages 6 weeks through 3 years. The goal of Campus View Child Care Center is to promote the children's healthy emotional, social, physical, and cognitive growth and development by providing a child-centered, active learning environment characterized by highly qualified teachers, low group size, and developmentally focused classrooms. Campus View Child Care Center is a model site for professional development and research for faculty, students, and practitioners.

Hoosier Courts Nursery

We believe that young children learn best through play and interaction with their environment. At Hoosier Courts the projects and activities that our children do in the classroom are developed directly from the needs, interests, and concerns of the children themselves. Through this curriculum we hope to provide our children with experiences that will help them to learn to direct their own actions, discipline themselves, and accept responsibility for their deeds.

Childcare cooperatives include:

Knee High Co-Op

Knee High is a day cooperative for children aged 6 months to 3 years. As a cooperative, parents run Knee High, making it a family oriented facility. Membership is limited to families in which at least one parent is an IU student, staff or faculty member. Knee High is open 7:30 am to 5:30 pm, Monday through Friday following the IUB academic calendar. Children at Knee High learn through both child generated and caregiver directed activities. The philosophy is child centered with a play based curriculum that encourages positive social skills, self esteem, enhanced creativity, expanded language skills and cognitive development, development of physical skills, and an appreciation for diversity. Knee High is staffed by member parents and student employees. We are located in a house with two rooms for general free play, one room for infant free play, a nap room, a kitchen, and ample storage space for our wide range of toys, activity equipment, and arts and crafts material. Our facilities also include a large playground area with equipment that is challenging, fun, and safe for all of the age ranges represented at our cooperative.

Sunflower Co-Op

As a cooperative, parents are responsible for running Sunflower—working several hours a week in exchange for low fees and a sense of community. Since IU takes care of the building and provides work-study employees, it is preferred that our members be affiliated with the University. However, when we have unfilled spaces members of the Bloomington community are also welcomed. Children range in age from one year to thirty (30) months with a maximum full-time enrollment of 9. We prefer an adult to child ration of one to three; however, at all times a ratio of at least one adult to four children is maintained.

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

<http://www.childcare.indiana.edu/>

Employee Wellness Program

Responsible Party

Suzanne Ryan
Director
Employee Relations

"---" 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 :

Indiana University system-wide provides Full-time Academic and Staff employee and their household members' access to an Employee Assistance Program (IUEAP). An eligible participant has access to telephone helpline 365/24/7 and, with an EAP referral, may receive up to six face-to-face visits with a professional counselor.

IUEAP services are confidential and voluntary, and include assistance for depression, stress and anxiety, conflict in the workplace, drug and alcohol abuse, family and marital problems, and grief and loss.

Supervisors may use IUEAP services as a resource for guidance in dealing with a troubled employee. In the event of a traumatic situation in the workplace, counselors can make onsite visits to provide critical incident debriefing.

All fees for the IUEAP program are paid by the University. There is no cost to employees for IUEAP services.

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

Socially Responsible Retirement Plan

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

"---" 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 :

The IU Retirement Plan offers Social Screened Funds through TIAA CREF, known as the Social Choice fund.

From the TIAA CREF website:

"Socially Responsible Investing: Social Screening

TIAA-CREF offers comprehensively screened investment portfolios, which seek to provide competitive returns that are aligned with investors' values by giving special consideration to companies' environmental, social and governance (ESG) records.

Our socially screened investment products include:

-The CREF Social Choice Account, a variable annuity account

-The TIAA-CREF Social Choice Equity Fund, a mutual fund

-Responsible investing along with financial returns are top priorities for our participants,¹ and through our social screening process, we are able to offer them the opportunity to align their social values with competitive long-term investment returns.

In choosing stocks and corporate bonds for our socially screened portfolios, we use screening criteria implemented by KLD Research & Analytics, Inc. (KLD), an independent provider of social research specializing in environmental, social and governmental (ESG) assessments. Companies in KLD's Broad Market Social Index (BMSI) and Global Sustainability Index (GSI) ex-U.S. meet or exceed the screening criteria for our social choice products.

This screening process favors corporations that are strong stewards of the environment; serve local communities and society overall; commit to high labor standards for their own employees and those in their supply chains; produce high-quality and safe products; and manage their companies in an exemplary and ethical manner."

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

<http://www.tiaa-cref.org/public/about/how-we-invest/sri/social-screening/>

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.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

MaryFrances McCourt

Treasurer

Treasurer's Office

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?

:

No

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

None at this time

Members of the CIR, including affiliations :

None at this time

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

The website URL where information about the committee is available :

Shareholder Advocacy

Responsible Party

MaryFrances McCourt
Treasurer
Treasurer's Office

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

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

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :

No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :

No

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

No

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

None at this time

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :

Positive Sustainability Investments

Responsible Party

Gary Stratten

IUF Vice President and Chief Investment Officer
Indiana University Foundation

Criteria

Institution invests in any of the following:

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

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

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

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

Total value of the investment pool :

1274042000 US/Canadian \$

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

47400000 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

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

The value of holdings in sustainable industries, such as renewable energy or sustainable forestry is derived from:

5% of venture portfolio: \$3.3 million

100% of Timber Portfolio: \$35.85 million

IUF defines the entire timber allocation as sustainable as they are like a corn crop grown on land specifically for loblolly pine and some other species – not existing in forests.

41% of Energy Portfolio is Natural Gas: \$8.2 million

Although natural gas is not a renewable energy, it is included due to the attractive attributes of this energy source and its relative cleanliness compared to coal.

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

Student-Managed Sustainable Investment Fund

Responsible Party

MaryFrances McCourt

Treasurer

Treasurer's Office

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :

No

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

None currently

The website URL where information about the fund is available :

Sustainable Investment Policy

Responsible Party

MaryFrances McCourt

Treasurer

Treasurer's Office

"---" 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? :

No

A brief description of the sustainable investment policy :

None at this time

The website URL where information about the policy is available :

Investment Disclosure

Responsible Party

MaryFrances McCourt

Treasurer

Treasurer's Office

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :

Yes

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

If the public were to ask for investment holdings, under the Indiana Open Records Law, we are required to provide this information.

The website URL where information about investment disclosure available :

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Inter
Office of Sustainability

Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

A brief description of the institution's sustainability partnerships with the local community :

IU Volunteers in Sustainability is an umbrella organization, coordinating environmentally oriented volunteer activities on the IU campus and facilitating communication between student and community environmental groups.

IU Partners with the City of Bloomington on the Hoosier-to-Hoosier Community Sale, the Bicycle and Pedestrian Safety Commission, bus systems, service learning programs and a long list of other formal and informal partnerships.

The website URL where information about sustainability partnerships is available :

<http://mypage.iu.edu/~hnetabai/offcampus.html>

Inter-Campus Collaboration on Sustainability

Responsible Party

Bill Brown

Director of Sustainability

Office of sustainability

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community? :

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions :

Indiana University has made presentations at AASHE and at Greening of the Campus Conferences. Our director and the co-chair of our advisory board have also presented our work at regional conferences including GLACUHO, NACUBO and NAEP on campus sustainability. Indiana University makes all resources provided through the Office of Sustainability website available to other universities and publishes a newsletter that is sent to AASHE.

Some recent regional presentations include:

“Shifting Into Carbon Neutral.” Indiana Building Green Symposium, Indianapolis, Indiana, March 2010.

“Campus Sustainability Progress at Indiana University.” Indiana Association of Physical Plant Administrators, Bloomington, Indiana, February 2010.

“How to Start A Campus Sustainability Program.” University of Southern Indiana, Evansville, Indiana, January 2010.

“Surfing the Campus Sustainability Tsunami.” Great Lakes Association of College and University Housing Officials, Ft. Wayne, Indiana, November 2009.

“Sustainability 101.” Ball State College of Architecture and Planning/Indianapolis Center, Indianapolis, Indiana, October 2009.

“Sustainability: Thriving Within Our Means.” IU East, Richmond, Indiana, October 2009.

“Sustainable Purchasing.” National Association of Educational Procurement, Great Lakes Regional Conference, South Bend, Indiana, October 2009.

“Alternative Energy Opportunities in Indiana.” SMPS/USGBC/DBIA joint meeting. Evansville, Indiana, October 2009.

“Campus Sustainability Takes Off at Indiana University.” Purdue University Green Week, West Lafayette, Indiana, September 2009.

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

Indiana University Bloomington is a member of AASHE and we also collaborate with our peer institutions as a member of Big 10 and Friends Environmental Stewardship Council, Big 10 Sustainability Directors, and Indiana Green Campus Network organizations.

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

IUB participates actively in various national listservs that center around campus sustainability and we are frequent guest lecturers at other university sustainability events. We also collaborate with our peer institutions to arrange workshops, for example, on energy efficient lighting, and also collaborate to pool purchases of energy efficient lighting and other energy-saving technologies.

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

<http://www.cic.net/Home.aspx>

Sustainability in Continuing Education

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Inter
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

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

Yes

Number of sustainability continuing education courses offered :

7

Total number of continuing education courses offered :

123

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

No

A brief description of the certificate program :

Year the certificate program was created :

The website URL where information about sustainability in continuing education courses is available :

Community Service Participation

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

IUB does not currently have a program in place where these numbers are recorded. Numbers reported are a collection of estimated from approximately 60% of our community engagement partnerships.

More information about Indiana University Bloomington's Community Partnerships can be found at:

<http://www.indiana.edu/~uconnect/partner/>

<http://www.indiana.edu/~copsl/index.php>

<http://pace.indiana.edu/engagement.shtml>

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

The number of students engaged in community service :

6669

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

37472

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

Community Service Hours

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

IUB does not currently have a program in place where these numbers are recorded. Numbers reported are a collection of estimates from approximately 60% of our community engagement partnerships

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

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

75769.67

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

37472

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

Sustainability Policy Advocacy

Responsible Party

Bill Brown

Director of Sustainability

Office of sustainability

Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated :

State Qualified Energy Savings Project (QESP) legislation was supported by Indiana University, Purdue University, and Ivy Tech. IU and Purdue provided support because this legislation gave the ability to improve energy efficiency and provided a means to accomplish smaller repair and rehabilitation projects at the same time, particularly at the regional campuses. At IU, our internal engineering staff have been active in support of the QESP program and regularly have discussions with their counterparts from Purdue to examine ways to improve the legislation. John Grew, Director of State Relations and Economic Development Initiatives, and Tom Morrison, Vice President for Capital Projects and Facilities, were actively involved in the improvements to the QESP legislation in 2009. The expanded financial limits to \$15 million per campus greatly improved our capacity in this area.

On separate state legislation, IU and the other universities (particularly Purdue and Ball State) have been actively involved in green building statutes. While legislation has been difficult to pass, IU has been a supporter of LEED requirements for state buildings.

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

<http://www.in.gov/legislative/ic/code/title21/ar33/ch4.html>

Trademark Licensing

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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.

Submission Note:

http://www.fairlabor.org/fla_affiliates_d1.html

<http://newsinfo.iu.edu/news/page/normal/3048.html>

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

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

Yes

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

No

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

Yes

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

<http://workersrights.org/about/as.asp>

Graduation Pledge

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :

No

A brief description of the graduation pledge program :

None at this time

The website URL where information about the graduation pledge program is available :

Community Service on Transcripts

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

No

A brief description of the practice :

Students who log their hours as part of the Hutton Honors College Community Service Program do receive a Certificate of Recognition upon graduation.

The website URL where information about the practice is available :

<http://www.indiana.edu/~iubhonor/honorvol/CSP.php>

Farmers' Market

Responsible Party

Jamie Panunzio

Sustainability Research Reporting and Database Intern
Office of Sustainability

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

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

No

A brief description of the farmers' market :

The Bloomington Farmers' Market is held Saturdays from April to November within the Indiana University Research Park; a focal point for partnerships between IU researchers and industry. Locally grown produce, baked goods, fresh herbs, and crafts can be purchased while enjoying the performance of local musicians.

The website URL where information about the market is available :

<http://bloomington.in.gov/farmersmarket>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Bill Brown

Director of Sustainability

Office of sustainability

Criteria

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

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

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

Greening of the Indiana Memorial Union

The IU Office of Sustainability, in collaboration with the University Architects Office and the Indiana Memorial Union, launched a national pilot project for the greening of student unions as a way to draw attention to the greening of existing campus buildings. Indiana University's Indiana Memorial Union, one of the largest in the nation at over 500,000 square feet, was chosen for the fact that it is at the heart of campus, physically, culturally, socially and sentimentally. It is also a historic structure built in the 30's as were many other

existing buildings on campus and it has 14,000 daily visitors.

A Duke Energy Foundation grant of \$50,000 was secured to conduct a two-day eco-charrette with national experts, local experts, students, faculty and IMU staff. Bloomington happens to be the international headquarters for the Association of College Unions International and we also had a national representative for the US Green Building Council's Campus Initiative participate. The charrette used LEED for Existing Buildings Operations and Maintenance as a benchmark. In order to make it possible to more easily benchmark student unions for LEED, an effort to benchmark unions across the country grew out of the charrette and that research is ongoing. After completion of an energy upgrade, we hope to certify this pilot project under LEED and publish the process and results for student unions everywhere to use as an implementation roadmap.

A letter of affirmation from an individual with relevant expertise :

[GIMUltr.pdf](#)

The website URL where information about the innovation is available :

http://www.indiana.edu/~sustain/documents/GIMU_REPORT.pdf

Responsible Party

Bill Brown

Director of Sustainability

Office of sustainability

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-

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

E-Waste Days

Sustainability Interns Kristin Hanks and Laura Knudsen wanted to create an electronic waste recycling program in a manner that would allow certification that the waste did not get shipped overseas to sweat shops or wind up in landfills. Another Sustainability Intern, Susan Coleman Morse, worked with various campus departments to strengthen campus e-waste recycling efforts.

In collaboration with various IU departments, campuses and communities, Apple Inc and Sims Recycling, these dedicated students organized an effort that in two years has diverted more than a million pounds of electronic waste from the landfill at locations on this campus and other IU regional campuses. E-Waste Days were three-day events that invited corporations, institutions and the general public to participate. Apple Inc officials called this one of the best organized e-waste recycling efforts in the United States.

A letter of affirmation from an individual with relevant expertise :

[UITS Ewaste for IUOS STARS.pdf](#)

The website URL where information about the innovation is available :

<http://ewaste.indiana.edu/>

Responsible Party

Bill Brown

Director of Sustainability

Office of sustainability

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-

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

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

The School of Education at Indiana University's Bloomington Campus embarked on a project to rigorously measure desktop computer power consumption to test methods of energy conservation. This pilot project demonstrated the possible savings that can be achieved by applying auto-shutdown software to all its computers. A GoGreen Gadget was created to show users of the software how much energy, money and pollution they are saving.

Working with a graduate student from the Office of Sustainability and the University Information Technology Services office, a controlled computer power consumption analysis was performed over the course of a month. A sample location within the Wright Education Building, the 4th floor North wing, was chosen as a representation of offices within the building. All residents in the building were asked to simply leave their computers on for the month. During the first two weeks, the base line power consumption was measured and recorded by the University's Physical Plant using electric measurement recorders that were strategically placed on main breaker box of the sample location and at the building level. Also, individual measurement devices were placed on 11 desktop computers. The second two weeks, shutdown policies were applied and results gathered using the same measurement procedures.

By measuring the individual computers, we were able to calculate the savings that a single person could achieve by putting the computer to sleep. The measurements at the building wing allowed us to see the accumulated affect for a representative set of offices in the building. Finally, the building-wide measures allowed us to understand the overall impact of the computers against the entire building power consumption.

The measurements indicated a 48% reduction in power usage per desktop machine placed in sleep mode. At the building wing level, we saw a 30.9% reduction in power usage, and at the building level, we saw a 3.1% reduction in energy consumption.

The School of Education decided to write a "sidebar gadget" that provides up-to-the-minute savings for each person. By providing this kind of relevant information in a quick and convenient way, inconveniences in having the computer shut down were mitigated. The Gadget reports CO2 savings for the individual person (Computer savings), the year-to-date CO2 savings for the building, and the overall IU year-to-date savings. To put it in perspective, the gadget also displays the number of computers reporting through the GoGreen service.

The second objective was to remove technical hurdles to implementation. The most frequent objection to putting computers to sleep is the need to remotely reach them and to patch them at night. If the computer is shut down, then remote access will fail and the patches won't be applied. Thus, the project team created a "wake-on-lan" service to address the issue. When the GoGreen Gadget is installed, a database is updated with the computer name and user name. Then, the user simply logs into a service that will wake the computer from its sleep mode and allow remote access.

In a similar fashion, a group of computers, such as a lab, can be awakened and patches applied.

The GoGreen Gadget sends statistics to a data base from which overall reports can be developed. We chose to display CO2 savings in the gadget, but from the data collected, we can also derive actual cost savings for the reduction in power consumption.

We are in the midst of rolling the GoGreen Gadget Reporting Service out University-wide. Working in partnership, the University Information Technology Services and the School of Education re-wrote the original gadget so it would scale better. Additionally, network changes were made throughout the university to allow all campuses access to the GoGreen Reporting Service.

If all faculty and staff university-wide follow these practices, we will achieve significant CO2 reduction as well as cost savings.

A letter of affirmation from an individual with relevant expertise :

[GoGreen Gadget.pdf](#)

The website URL where information about the innovation is available :

http://www.indiana.edu/~sustain/Computing/sustainability_gogreen.html

Responsible Party

Bill Brown

Director of Sustainability

Office of sustainability

Criteria

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-

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

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

Energy Challenge

Energy Challenge is an annual competition, conceived of and ran by student sustainability interns, to see which campus unit can most reduce its energy and water consumption based on a 3-year baseline for their own buildings. The 2010 competition included all 11 residence halls on the Bloomington campus, 26 Greek houses and 8 academic buildings competing in three separate divisions.

Community based social marketing techniques are used to improve peer-to-peer learning. The Residence Hall Association is the student

group most active in the residence hall competition, Greeks Go Green assist with influencing normative behavior in the Greek houses and Green Teams trade best practices in the academic buildings. In four weeks, these 14,000 participants saved over 2.5 million gallons of water and over 1 million kilowatt hours of electricity, or the equivalent of over 1000 households. The high profile of this competition, which has become a campus tradition leading up to Earth Day, has led to accelerated implementation of metering on campus and drawn attention to the need for and the paths to energy and water conservation.

The Fall Energy challenge involved 11 residence halls, 27 Greek houses and 19 academic buildings encompassing over 6 million square feet and 18,000 occupants.

In total, the four Energy Challenge competitions since 2008 have conserved 2,753,850 kWh of electricity and 6,061,365 gallons of water. This is enough electricity to power 2,753 average American homes for 12 weeks and enough water to fill more than 10 Olympic sized swimming pools! Approximately 4,392,252 pounds of CO2 emissions have been avoided and \$199,469 in utility savings have been achieved because of the Energy Challenge.

A letter of affirmation from an individual with relevant expertise :

[Innovation - Energy Challenge.pdf](#)

The website URL where information about the innovation is available :

<http://energychallenge.indiana.edu/Home.html>

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Responsible Party

Robert Rathbun

Projects Coordinator

Office of First Year Experience Programs

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

Yes

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

Currently sustainability is not a topic addressed through our large scale presentation programming. However, sustainability messages are included in the design of the peer to peer sessions within our Orientation Leader groups. These sessions consist of a student staff member and 20-25 first year students. Messages around sustainable commuting, recycling/reuse, and reducing paper waster is discussed.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Provide a brief description of the presentations :

Residential Advisors create individual programs for their floors.

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 :

New Student Orientation actively engages incoming students in activities that raise their awareness around sustainability issues in a few different ways to include:

- Hoosier Hills Canned Food Collection (Over 15,000 lbs of food donated in 5 years)
- Program signage that encourages water fountain/hydration stations over the use of plastic water bottles

- Outdoor recycling is offered throughout the program
- Food delivery during lunch was reformatted to promote a “grab n go” concept that reduced packaging & unnecessary food waste

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :

No

Provide a brief description of the efforts :

Does the institution incorporate sustainability into new student orientation in other ways? :

Yes

Provide a brief description :

2012 IUBeginnings Trip with a focus on "Sustain-Ability" (Trip is being offered in partnership with the IU Office of Sustainability)

Annual New Student Orientation student staff service day: – serving sites such as Hilltop Gardens (the campus organic garden) and the Hoosier Hills Food Bank

New Student Service Day: offers approximately 200 first-year students an opportunity to engage in a morning of service with a local Bloomington agency.

Serve IU: offers incoming Indiana University students a chance to give back to a local nonprofit agency during their two-day orientation program in the summer.

Promoting paper-free displays at the Resource Center.

Sustainability Bulletin Board at Wright Quad (dormitory).

Reduction in size of New Student Orientation confirmation packets & Resource Guide to reduce paper use & printing.

Food Education

Responsible Party

Benjamin Inskeep

Metrics, Evaluation & Planning Intern
Office of Sustainability

Criteria

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

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

Are students educated in an academic class about how to make eco-positive food choices? :

Yes

Provide a brief description :

Indiana University offers classes and programs that teach eco-positive food choices. For example:

- Ph.D. program in Food Studies in the anthropology department
- Masters concentration in Sustainable Development at the School of Public and Environmental Affairs
- Summer course in permaculture

Courses that teach eco-positive food choices are not required for most students.

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

Provide a brief description :

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

Yes

Provide a brief description :

Facility signage is used to educate new students on eco-positive food choices. Specifically, orientation staff partnered with the Wright Quad Food Court and IU Office of Sustainability staff to display a eco-positive food choice poster/presentation.

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

Provide a brief description :

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

Yes

Provide a brief description of the program :

Yes. The IUB Campus Garden Initiative, a project of the IU Office of Sustainability, fosters environmental and social sustainability by creating interactive, edible gardening spaces on the IU-Bloomington campus. Current gardening spaces include the Bryan House Garden and the Hilltop Garden. These gardens model unique ways to produce food in a campus setting and serve as a space for students, faculty, and staff to engage in the process of growing food. Weekly workdays, in particular, offer students the opportunity to participate in all stages of food production.

Food and Beverage Purchases

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

8

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

1.50

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

CBORD

List items procured for dining services from on-campus organic garden(s) :

None until very recently. Starting this year, the campus garden will provide some local, organic produce to dining services.

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 :

IU offers Equal exchange coffees at three dining locations. Starbucks also offers a fair trade coffee, which is sold at some campus dining locations.

Confinement-Free Food Purchases

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

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 :

Shelled cage-free eggs offered at two dining locations.

Percentage purchased :

10

Comments :

Type of confinement-free product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

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

Percentage purchased (2nd product) :

Comments (2nd product) :

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

Percentage purchased (3rd product) :

Comments (3rd product) :

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

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Responsible Party

Chris Gray
Resident District Manager
IMU Dining - Sodexo

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product) :

Beef

Percentage purchased (1st product) :

36

Comments (1st product) :

Our beef products from Cargill are sourced from conventional cattle. Conventional cattle are mostly vegetarian fed (grass, corn) but not 100%. We are committed to sourcing more veg fed beef and are working with our suppliers on this initiative.

Type of vegetarian-fed product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of vegetarian-fed product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

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

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Responsible Party

Chris Gray
Resident District Manager
IMU Dining - Sodexo

Criteria

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

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

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

Chicken

Percentage purchased (1st product) :

96.15

Comments (1st product) :

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

Fluid dairy products

Percentage purchased (2nd product) :

100

Comments (2nd product) :

Sodexo requires written statements from all of our dairy suppliers stating that all fluid milk for Sodexo comes from farmers who pledge NOT to treat their cows with artificial growth hormones. This is the strongest statement legally allowable per the USDA

Type of hormone-free product purchased (3rd product) :

Pork

Percentage purchased (3rd product) :

96.54

Comments (3rd product) :

All of the specified pork products from our primary supplier are Hormone Free. The balance is specialty smoked sausage products from manufactures that we were unable to contact.

Type of hormone-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Responsible Party

Chris Gray
Resident District Manager
IMU Dining - Sodexo

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) :

Fin Fish (salmon, tuna (yellow fin), haddock, cod, catfish, tilapia, trout, flounder, sole)

Percentage purchased (1st product) :

78

Standard used (1st product) :

Marine Stewardship Council certification for sustainable wild caught fish and Global Aquaculture Alliance certification (Best Aquaculture Practices seal)

Comments (1st product) :

Our goal is to have 100% of our contracted seafood certified as sustainable by 2015. The 78% represents the contracted company we source our fish from.

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

Crustaceans (shrimp, crab, lobster)

Percentage purchased (2nd product) :

84

Standard used (2nd product) :

Global Aquaculture Alliance: certification for sustainable aquaculture – Best Aquaculture Practices (BAP seal)

Comments (2nd product) :

Our Shrimp is all BAP Seal certified. Sodexo has pledged to source only sustainably certified fish and seafood.

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :

Percentage purchased (3rd product) :

Standard used (3rd product) :

Comments (3rd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :

Percentage purchased (4th product) :

Standard used (4th product) :

Comments (4th product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :

Percentage purchased (5th product) :

Standard used (5th product) :

Comments (5th product) :

Dishware

Responsible Party

Ancil Drake

RPS Executive Cheif

Residential Programs and Services

Criteria

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

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

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

Yes

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

Yes

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

No

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

Provide a brief description. :

Energy Initiatives

Responsible Party

Charles Matson
Special Projects Engineer
Facilities Management

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

4.03

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

0.21

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

0.46

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

0.08

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

N/A

The combined gross square footage of all buildings that are ENERGY STAR labeled :

0

The names of all buildings that are ENERGY STAR labeled :

N/A

Energy Use by Type

Responsible Party

Benjamin Inskip

Metrics, Evaluation & Planning Intern
Office of Sustainability

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

97

The percentage of total electricity use from wind. :

0.50

The percentage of total electricity use from biomass. :

0

The percentage of total electricity use from natural gas. :

2

The percentage of total electricity use from solar PV. :

0

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

0

The percentage of total electricity use from hydro. :

0.50

The percentage of total electricity use from other. :

0

Provide a brief description. :

Indiana University purchases all of its electricity from Duke Energy with the exception of a small amount of electricity generated on campus by electrical generation at the Central Heating Plant (250 kW max) and solar arrays on several buildings (27 kW)

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

77

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

0

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

0

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

23

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. :

The Central Heating Plant houses five boilers generating 150 psig steam used to heat campus buildings. It serves 71% of the campus, with the remainder of campus buildings fueled by purchased natural gas used for heaters or furnaces.

If cogeneration, please explain. :

IUB has a microturbine inside the Central Heating Plant that works in parallel with the pressure reducing station valves. This turbine reduces the pressure of steam from 150 psi to 40 psi and produces electricity in that process. Microturbine = 250kW

Responsible Party

Tim Rice

Director of Purchasing Administration
Purchasing

Criteria

Institution provides details about its procurement efforts.

Submission Note:

83.5% is SFI fiber sourcing certified and 5.4% is SFI Chain of Custody certified. SFI fiber sourcing certification addresses the 90 percent of the world's forests that are not certified. Program participants must show that the raw material in their supply chain comes from legal and responsible sources, whether the forests are certified or not. To meet the fiber sourcing requirements, primary producers must be third party audited and certified to the SFI Requirements: Section 2 – SFI 2010-2014 Standard (Objectives 8-20).

The University is committed to sustainable purchasing practices. Sustainability preferences may be different at each participating institution and may include, but are not limited to, the following:

- Energy efficiency (such as Energy Star designation)
- Energy conservation
- Waste reduction
- Packaging reduction
- Trade-ins/retrievals/refurbishment of used products
- Use of recycled and recyclable materials (products, packaging, shipping materials)
- Responsible shipping and transportation
- Reduced water usage
- Reduced paper usage (including e-procurement and e-payment)

Each proposer includes a full description of their program(s) to address and promote sustainability.

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

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

50

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) :

11.10

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

Yes

Bike Sharing

Responsible Party

Bill Brown

Director of Sustainability
Office of sustainability

Criteria

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

Submission Note:

Indiana University Student Association is starting a bike sharing program in the fall of 2012 with 50 bikes.

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

The number of bicycles available through bike sharing programs :

0

Water Initiatives

Responsible Party

Lee Walters
Manager
Utility Information Group

Criteria

Institution provides details about its water initiatives.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

Provide a brief description of any bottled water ban or restriction :

Does the institution meter any of its non-potable water usage? :

No

The percentage of urinals on campus that are waterless :

1

Endowment

Responsible Party

Gary Stratten

IUF Vice President and Chief Investment Officer
Indiana University Foundation

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year :

1570000000 US/Canadian \$

Date as of :

June 30, 2011

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

No

If yes, or if currently under consideration, provide a brief description :

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

No

Size of capital commitments made within past 3 years :

Provide a brief description :

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

No

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

No

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

Yes

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

Yes

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

Yes

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

Yes

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

No

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

No

Does a single administrator determine proxy votes on environmental and social resolutions? :

No

Does a single administrator determines proxy votes on corporate governance resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on environmental and social resolutions? :

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

Responsible Party

Emilie Rex

Sustainability Programs Coordinator
Office of Sustainability

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

"---" 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) :

8

FTE staff on payroll :

3

FTE student intern/fellow :

17