March 26, 2013

AASHE STARS Steering Committee
Association for the Advancement of Sustainability in Higher Education
1536 Wynkoop Street
Suite 100
Denver, Colorado 80202

Dear AASHE STARS Steering Committee,

I am pleased to affirm that Purdue University’s inaugural submission for the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment, and Rating System (STARS) is an accurate representation of our campus sustainability initiatives based on data from the 2011-2012 academic/fiscal year. This national benchmarking effort fulfills our goals for reporting and transparency of both our New Synergies Strategic Plan and our Sustainability Strategic Plan.

Our STARS submission is an important milestone in Purdue’s sustainability efforts, which were formalized with the development of the Sustainability Strategic Plan in 2010 and the creation of the Office of University Sustainability in 2011. This benchmark will form the basis for continuous improvement over time, and will provide the necessary ‘self-awareness’ to improve our stewardship efforts and to realize further resource efficiencies.

At Purdue, we seek to integrate students and faculty into operational initiatives which provide hands-on experience and experiential learning. In addition to highlighting Purdue’s sustainability performance, the data contained in this STARS submission will empower the student body and faculty to explore the application of sustainability concepts in our campus environment and in our curriculum. We look forward to working with our campus community, AASHE, and our peers to advance Purdue’s sustainability goals.

Sincerely,

Mitchell E. Daniels, Jr.
President
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This document is the product of a collaborative effort amongst many Purdue University staff members, faculty members, and students who provided data for this benchmarking effort. The collaborative cooperation of these stakeholders is very much appreciated and has proved critical to the successful completion of the STARS certification process. The following departmental leadership and staff have directly contributed to and supported this effort (listed alphabetically by department name):

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**Executive Summary**

Thank you for your interest in Purdue University’s inaugural submission in the Sustainability Tracking, Assessment and Rating System (STARS). STARS was developed and is administered by the Association for the Advancement of Sustainability in Higher Education (AASHE) as a measurement tool for full spectrum sustainability. Purdue is an institutional member of AASHE.

The New Synergies Strategic Plan established the institutional priority to benchmark sustainability nationally as a measure for peer comparisons. Purdue utilized the College Sustainability Report Card (administered by the Sustainable Endowments Institute or SEI) as a national benchmarking tool from 2007 through 2011, and this rating formed the basis for the comparison of sustainability performance to our peer groups.

During 2011, SEI partnered with AASHE, the Princeton Review, Sierra Magazine, and the Harvard Business School to streamline and align the criteria and process for national sustainability reporting and benchmarking. In early 2012, this collaborative group announced that AASHE STARS would be the framework for sustainability reporting for all of the individual groups. Then in March of 2012, SEI announced that the College Sustainability Report Card rating framework would be suspended indefinitely. At this time, the Office of University Sustainability committed to completing STARS as quickly as possible based on data from the 2011-2012 academic / fiscal year. This document is the result of those efforts.

This benchmarking effort is by nature a look in the ‘rearview mirror’, in that it compiles past data. But the comprehensive results of this effort will form the basis for continuous improvement over time and will provide the necessary ‘self-awareness’ to leverage further resource efficiencies. Purdue’s AASHE STARS submission will also provide transparency of our sustainability performance in that all of our reported data is available publicly on the AASHE STARS website (https://stars.aashe.org/) along with all of our peers’ data. This transparency supports the achievement of foundational goal No. 4 in the Sustainability Strategic Plan, to “effectively communicate sustainability values and programs”. This data and information will be available for internal stakeholders and also for off-campus audiences including prospective students, alumni, media, and our corporate partners.

Although Purdue’s STARS rating is valid for three years, it is anticipated that an updating of all data and a recertification will be evaluated after two academic / fiscal years (at the completion of 2013-2014). This recertification would provide an assessment of sustainability improvement aligned with the accomplishment of the short-term goals (2014) of the Sustainability Strategic Plan.

Thank you again for your interest in Purdue University’s sustainability programs. All of us with the Office of University Sustainability look forward to working with you in making Purdue a greener university. Go Black and Gold and Green!
## Category 1: Education & Research (ER)

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## Energy Total Points

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### Grounds

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**Innovation Total Points**

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**STARS Total Points**

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This certification submission has been prepared based on the criteria and requirements outlined in the STARS Version 1.2 Technical Manual, February 2012 (http://www.aashe.org/files/documents/STARS/stars_1.2_technical_manual.pdf). The following template was used for the documentation of each AASHE credit:

**REPORT FORMAT**

STARS CREDIT #: STARS CREDIT NAME  # OF POINTS ANTICIPATED / # OF POSSIBLE POINTS
# of points anticipated out of # of possible points

**CREDIT RATIONALE**

This description provides the background on the importance of each credit in the context of campus sustainability. This narrative is taken directly from the STARS Version 1.2 Technical Manual. This shall serve as a blanket citation for this entire report as each credit rationale is not individually footnoted.

**CRITERIA**

This description describes the criteria for earning a given credit / point. This narrative is taken directly from the STARS Version 1.2 Technical Manual. This shall serve as a blanket citation for this entire report as each criteria is not individually footnoted.

**REPORTING FIELDS**

This section lists the fields that are part of the AASHE STARS website interface for each credit. Some fields are required, while others are optional or conditional. The fields shown in boldface type are taken directly from the STARS Version 1.2 Technical Manual and are not individually footnoted. The text in regular typeface is Purdue’s responses to the specific criteria for each credit.

**SCORING**

This section explains how points are achieved for each credit. Points are either granted based on a Boolean test (all or nothing points) or based on a formula (where typically fractional points are granted. The text in this section is taken directly from the STARS Version 1.2 Technical Manual. This shall serve as a blanket citation for this entire report as each scoring narrative is not individually footnoted.

**REASON FOR NOT ACHIEVING**

If Purdue has not achieved a given credit, this section provides a very brief description as to why it was not achieved. In some cases, a very brief description of an initiative in planning or implementation is also included which would satisfy the requirements of a given credit with our next STARS submission.
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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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>ER Credit 1</td>
<td>Student Sustainability Educators Program</td>
<td>5</td>
</tr>
<tr>
<td>ER Credit 2</td>
<td>Student Sustainability Outreach Campaign</td>
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</tr>
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<td>ER Credit 3</td>
<td>Sustainability in New Student Orientation</td>
<td>2</td>
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<tr>
<td>ER Credit 4</td>
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<td>ER Tier Two</td>
<td>Co-Curricular Education Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Student Group</td>
<td>0.25</td>
</tr>
<tr>
<td>2</td>
<td>Organic Garden</td>
<td>0.25</td>
</tr>
<tr>
<td>3</td>
<td>Model Room in Residence Hall</td>
<td>0.25</td>
</tr>
<tr>
<td>4</td>
<td>Themed Housing</td>
<td>0.25</td>
</tr>
<tr>
<td>5</td>
<td>Sustainable Enterprise</td>
<td>0.25</td>
</tr>
<tr>
<td>6</td>
<td>Sustainability Events</td>
<td>0.25</td>
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<tr>
<td>7</td>
<td>Outdoor Program</td>
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<tr>
<td>8</td>
<td>Themed Semester or Year</td>
<td>0.25</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
ER CREDIT 1: STUDENT SUSTAINABILITY EDUCATORS PROGRAM

Not achieved

CREDIT RATIONALE
This credit recognizes institutions with programs that engage students to serve as educators in peer-to-peer sustainability outreach. Such initiatives, sometimes known as "Eco-Reps" programs, help disseminate sustainability concepts and a sustainability ethic throughout the campus community. In addition, serving as an educator is a valuable learning experience for students that can deepen their understanding of sustainability while developing their outreach and education skills.

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 other 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.

REPORTING FIELDS
Required

- Total number of degree-seeking students enrolled at the institution: N/A
- Program name: N/A
- Number of students to whom peer-to-peer sustainability outreach and education is offered (even if not all of these students avail themselves of the offerings): N/A
- A brief description of the program, including examples of peer-to-peer outreach activities: N/A
- A brief description of how the student educators are selected: N/A
- A brief description of the formal training that the student educators receive: N/A
- A brief description of the staff and/or financial support the institution provides to the program: N/A

Optional

- The website URL for the program: N/A
SCORING
Institutions earn the maximum of 5 points by having a peer-to-peer educator program that reaches all for-credit, degree-seeking students. Incremental points are available based on the percentage of students served by the peer-to-peer educator program. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students Served by a Peer-to-Peer Outreach Program (#)</th>
<th>Divide</th>
<th>Total Number of Degree-Seeking Students (#)</th>
<th>Equals</th>
<th>Total Points</th>
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<tbody>
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<td>5</td>
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<td>N/A</td>
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</tbody>
</table>

REASON FOR NOT ACHIEVING
For the performance year (2011-2012), Purdue did not have a peer-to-peer student sustainability educators program. Therefore, Purdue’s programs do not meet the requirements of this credit. (An Eco-Reps program is being piloted in the spring of 2013, and is being sponsored by University Residences and the Office of University Sustainability.)
ER CREDIT 2: STUDENT SUSTAINABILITY OUTREACH CAMPAIGN

5 points anticipated of 5 points available

CREDIT RATIONALE
This credit recognizes institutions that hold sustainability outreach campaigns that yield measurable, positive results in advancing the institution’s sustainability performance (e.g. a reduction in energy or water consumption). Campaigns engage the student body in sustainability issues and can help raise student awareness about sustainability. In addition, campaigns encourage students to adopt or try sustainable practices and lifestyles.

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.

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.

To measure if the campaign yields measurable, positive results, institutions should compare precampaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:
- Increased awareness
- Additional members of a mailing list or group

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ The name of the campaign(s): Residence Hall Energy & Water Competition; "Boiler Up, Power Down" Earth Day Challenge

☑ A brief description of the campaign(s):
  - On-Campus Competition: Residence Hall Energy & Water Competition
    As part of Green Week a competition was held between the Purdue residence halls. During a specified day residents are asked to find ways to use less power, possibly by turning off lights and other electronics, as well as limiting time in the shower, dubbed the “Three Minute Power Shower” at some of the halls.
Campus-wide Challenge: “Boiler Up, Power Down” Earth Day Challenge

“Boiler Up, Power Down” is a Purdue energy conservation awareness campaign that challenges students, faculty, and staff to modify their power consumption behaviors. The program aims to create a more environmentally responsible and cost-efficient campus. One specific part of the program, “Power Down Hour” on Earth day, students, faculty, and staff were asked to power down any electronics and turn off lights whenever possible between noon and 1 p.m.

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

- On-Campus Competition: Residence Hall Energy & Water Competition
  Energy metering devices collected the data for the participating halls. Energy consumption was recorded the week prior to the competition to establish an average baseline for each hall. Shreve Hall won the energy conservation competition by reducing its average daily use per person from 9.74 to 9.09 kilowatt hours.

- Campus-wide Challenge: “Boiler Up, Power Down” Earth Day Challenge
  Purdue Utilities monitored campus power consumption during this time and reported that demand had decreased by 2.5 megawatts during peak hours. This saved 1,468 kilowatt hours by a behavior modification, turning off lights, computers, and equipment when able. This also translates into a reduction in carbon emissions equal to taking 530 cars off the road for one hour.

Optional

The website URL where information about the sustainability outreach campaign(s) is available: http://www.purdue.edu/sustainability

Scoring
Institutions earn 5 points for having a campaign or campaigns that meet the criteria outlined above. Partial points are not available for this credit. (5 points anticipated)
ER CREDIT 3: SUSTAINABILITY IN NEW STUDENT ORIENTATION

2 points anticipated of 2 points available

CREDIT RATIONALE
This credit recognizes institutions that include sustainability in orientation activities and programming. Including sustainability in student orientation demonstrates that sustainability is an institutional goal and encourages students to adopt sustainable habits in their new school environments. Orientation sets the tone for the campus experience.

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.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria this credit: Yes
☑ A brief description of how sustainability is included prominently in new student orientation: Purdue University’s Boiler Gold Rush (BGR) is a five-day orientation program that takes place the week before classes begin and involves over 5,000 participants. Each participant was given a sustainability brochure that highlighted sustainability features on campus such as the Arboretum and recycling program, as well as gave tips on how to reduce their environmental impact while at Purdue. Student sustainability groups, such as the Student Sustainability Council and Boiler Green Initiative, were also very active in recruiting during the activities fair.

Optional
☑ The website URL where information about sustainability in new student orientation is available: http://www.purdue.edu/sats/bgr/

SCORING
Institutions earn 2 points for meeting the criteria outlined above. Partial points are not available for this credit. (2 points anticipated)
CREDIT RATIONALE
This credit recognizes institutions that produce outreach materials and publications that enhance student learning about sustainability outside of the formal classroom.

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 grounds keeping 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

REPORTING FIELDS

☑ 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 Purdue Sustainability website is currently undergoing a major renovation and incorporating a new look. However, during the last fiscal year the Sustainability website has been the central source for all aspects of sustainability information on campus. It included information pertaining to events on campus and in the community, what Purdue is doing to address sustainability issues, sustainability-focused student organizations, tips for reducing your environmental footprint, and general information about Purdue’s energy systems.

☑ The website URL for the central sustainability website that consolidates information about the institution’s sustainability efforts: http://www.purdue.edu/sustainability

☑ Does the institution have a sustainability newsletter? No
☑ 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: The Global Sustainability Initiative (GSI) includes The Purdue Energy Center, The Purdue Center for the Environment, The Purdue Climate Change Research Center, The Purdue Water Community, and The Purdue Center for Global Food Security. The GSI provides opportunities for collaboration between students and faculty in research on sustainability. The websites for the GSI and the individual research centers promote the publishing and dissemination of associated student research.

☑ The website URL for the vehicle to publish and disseminate student research on sustainability: http://www.purdue.edu/discoverypark/sustainability/index.php

☑ Does the institution have building signage that highlights green building features? Yes

☑ A brief description of building signage that highlights green building features: As a LEED Innovation in Design credit, a Green Education Program was developed for Purdue's First LEED Certified Building, the Roger B. Gatewood Wing. In addition to brochures and tours for visitors, the LEED certification plaque is on display with a narrative. A unique feature of the building is the interactive green education kiosk. The electronic, kiosk in the lobby of the Gatewood Wing leads visitors on a self-guided tour through various screens describing the important sustainability measures applied to the building.

☑ The website URL for building signage that highlights green building features: N/A

☑ Does the institution have food service area signage and/or brochures that include information about sustainable food systems? No

☑ Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed? No

☑ Does the institution have a sustainability walking map or tour? Yes

☑ A brief description of the sustainability walking map or tour: For Green Week, the Boiler Green Initiative student group put together a map for a self-guided tour of Purdue's sustainable stormwater management strategies. This tour includes stops at the Pao Hall bioswale, Horticulture permeable paving, Hillel House rain garden, Stadium bioswales, Schleman green roof, and Armory parking lot improvements. The map includes additional information about these projects. The map is available online at all times for self-guided tours. During Green Week, however, there were also signs posted at each location with more information.

☑ The website URL of the sustainability walking map or tour: www.purdue.edu/sustainability/greenweek/Water_walk.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 Purdue Parking, Airport, and Transportation Service gathered a list of alternative commuting options for the West Lafayette area with links to the associated websites.

☑ The website URL for the guide for commuters about how to use alternative methods of transportation:
   http://www.purdue.edu/pat/sidenav/boilerride/alternative_trans.htm

☑ Does the institution have a guide for green living and incorporating sustainability into the residential experience? No

☑ 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

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

☑ A brief description of this material: The Sustainability at Purdue Facebook page was created in an attempt to better engage Purdue students. Information about sustainability-related activities is posted on Facebook. There is a link to the Facebook page from the Purdue Sustainability website.

☑ The website URL for this material:
   https://www.facebook.com/PurdueSustainability

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

☑ A brief description of this material: The Office of University Sustainability manages a Twitter account @SustainPurdue to help reach students and publicize events.

☑ The website URL for this material: https://twitter.com/SustainPurdue

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

☑ A brief description of this material: The Office of University Sustainability maintains a YouTube channel with video uploads and playlists related to sustainability at Purdue.

☑ The website URL for this material:
   https://www.youtube.com/user/sustainpurdue/videos?flow=grid&view=1
SCORING
Institutions earn 0.5 points for each publication and/or outreach material described above. Institutions with eight or more publications or outreach materials earn the maximum of 4 points available for this credit.

Anticipated scoring as follows (0.5 points anticipated for each):
- Central sustainability website
- Vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Sustainability walking map or tour
- Guide for commuters about how to use alternative methods of transportation
- Sustainability at Purdue Facebook page
- Office of University Sustainability Twitter account @SustainPurdue
- Office of University Sustainability YouTube channel

(4 points total anticipated)
**ER Tier Two Credit 1: Student Group**

0.25 points anticipated of 0.25 points available

**Criteria**
Institution has an active student organization focused on sustainability.

**Reporting Fields**
Required

☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ The name and brief description of each student group: The Purdue Student Sustainability Council is made up of delegates from several sustainability-focused and sustainability-related student organizations across campus. The Council was developed to work closely with the Purdue Sustainability Council and to serve as a connection point for student groups involved in sustainability. Student groups represented include:

- Agriculture Student Council
- Boiler Green Initiative
- Environmental Science Club
- Heifer International-Purdue Chapter
- International Association for Society and Natural Resources-Purdue Chapter
- Net Impact-Purdue Graduate Chapter
- Net Impact-Purdue Undergraduate Chapter
- Purdue Energy Forum
- Purdue Engineering Student Council
- Purdue Science Student Council
- Purdue Student Government
- Purdue University Sierra Student Coalition
- Roots & Shoots-Purdue Chapter
- School of Management Council
- Society of Environmental and Ecological Engineers

☑ List up to 4 notable recent activities or accomplishment(s) of the student groups:

- Greeks Get Green
  
  During the month of February 2012, the Purdue Student Government and Purdue Student Sustainability Council sponsored an energy saving and sustainability competition targeting 29 Greek houses on campus. Phi Kappa Psi won the “Sustainable Socialite” award by hosting the most registered parties while reducing their energy consumption the most. They saw a 3,800 kWh reduction compared to February 2011. Pi Beta Phi won both the “Green Gorilla” and “Percentage Best” prizes by having the largest total energy use reduction and the highest percent change in energy consumption. They had a 5,380 kWh reduction.
- **Solar Decathlon**
  A team of students designed, built, and entered a net-zero energy residential home in the 2011 U.S. Department of Energy Solar Decathlon. The team scored no less than 80 out of 100 points in each of the 10 contests and took home second place overall.

- **Game-Day Recycling**
  Boiler Green Initiative continued its efforts this year to increase recycling at football games. Student volunteers from the club spend game-day mornings passing out recycling bags and encouraging tailgating football fans to recycle. During the game the students man the recycling receptacles inside the stadium. This effort has led to over 92,000 pounds of glass, aluminum, plastic, and cardboard being diverted from a landfill over the past 2 years.

- **Purdue evGrandPrix**
  The Electric Vehicle Engineering Projects in Community Service (EPICS) team organized the Purdue evGrandPrix, a competition for students to design, build, and race electric vehicles. The event encourages students to get involved in engineering sustainable transportation solutions and also focuses on community outreach and education.

Optional

- List other student groups that address sustainability:
  - Earth and Atmospheric Sciences Graduate Student Association
  - Electric Vehicle Club
  - Engineering Projects in Community Service
  - Engineers for a Sustainable World
  - evGrandPrix Crew
  - Forestry and Natural Resources Student Council
  - Full Circle Agriculture
  - INhome Solar Decathlon Team
  - Purdue Air and Waste Management Association
  - Purdue GreenBuild
  - Purdue Student Pugwash
  - Solar Racing Team
  - Young Masters of Energy

- The website URL where information about the program is available:
  [http://www.getinvolved.purdue.edu/organizations](http://www.getinvolved.purdue.edu/organizations)
**ERTier Two Credit 2: Organic Garden**

0.25 points anticipated of 0.25 points available

**Criteria**
Institution has an on-campus garden where students are able to gain organic farming and/or gardening experience. The garden does not have to be Certified Organic in order to earn this credit, but it should use organic gardening techniques.

**Reporting Fields**

**Required**
- ✔ An indication of whether the institution meets the criteria for this credit: Yes
- ✔ A brief description of the garden: The Purdue Student Farm is a teaching/research farm with the purpose to develop capacity for experiential learning in sustainable agriculture, promote cultural diversity, serve as a resource for existing classes, relate to a new class on sustainable agriculture, serve as a site for undergraduate research in sustainable agriculture, and engage the community in agriculture education.

**Optional**
- ✔ The website URL where information about the garden is available: http://www.ag.purdue.edu/programs/studentfarm/Pages/default.aspx
**Tier Two Credit 3: Model Room in Residence Hall**

Not achieved

**Criteria**
Institution has an occupied, formally designated model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles.

**Reporting Fields**
Required
- An indication of whether the institution meets the criteria for this credit: No
- A brief description of the model room: N/A

Optional
- The website URL where information about the program is available: N/A

**Reason for Not Achieving**
Purdue does not have a model room in place in a residence hall to display sustainable living principles. Therefore, Purdue’s current programs do not meet the requirements of this credit.
ER Tier Two Credit 4: Themed Housing  

0.25 points anticipated of 0.25 points available

**Criteria**
Institution has sustainability-themed housing (residential hall or floor or theme house) where residents learn about sustainability together and to which residents must apply. The focus of this credit is creating a residential sustainability learning community. Having a green building for a residential hall does not, in and of itself, count for this credit.

**Reporting Fields**
Required
- An indication of whether the institution meets the criteria for this credit: Yes
- A brief description of the themed housing, including name(s) and descriptions of theme(s): The Environmental Sciences Learning Community provides an opportunity to explore emerging problems and innovative solutions. The study of the environment is an interdisciplinary science, and students involved in this community will learn firsthand how to apply knowledge of hydrology, climate, chemistry, and biology to real world problems such as sustainable growth and natural ecology preservation. First year College of Agriculture and College of Liberal Arts students, College of Science first year students in the Earth and Atmospheric Sciences Program, and first year students in the Undergraduate Studies Program are eligible to participate in this community. All students in the learning community will take three classes together during the fall semester. Other activities include a fall social, West Lafayette Wastewater Treatment Plant tour, Wade Utilities Plant tour, a meal at a professor’s home, and various speakers.

Additionally the Engineering for the Planet Learning Community is designed for first-year engineering students interested in protecting and enhancing the environment using a problem-solving approach, such as creating technology to ensure clean air and drinking water, or designing products so that every aspect of daily life has the least environmental impact possible.

Optional
- The total number of residents in themed housing: Last year there were 14 students in the Environmental Science Learning Community.
- The website URL where information about the themed housing is available:  
  http://www.purdue.edu/sats/learning_communities/profiles/agriculture/envsci.html  
  http://www.purdue.edu/sats/learning_communities/profiles/engineering/ENGR_Planet.html
ER Tier Two Credit 5: Sustainable Enterprise

0.25/0.25

0.25 points anticipated of 0.25 points available

Criteria
Institution has a student-run sustainable enterprise, such as a café, through which students gain sustainable business skills. The enterprise includes sustainability as part of its mission statement or stated purpose.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the enterprise: The Student Farm is the first farm at Purdue University managed primarily by students. It sits on a lovely five acre tract of land on the west edge of campus. The farm is being developed for and by the students to increase Purdue’s opportunity to offer real-life farm development, management and marketing skills. The students raise a wide variety of fruits, vegetables and animals. Produce is currently sold to restaurant outlets on campus and through produce baskets (a CSA - community supported agriculture project). Courses are being developed that will be taught at the farm, and a summer internship experience is available from May through August.

Goals of the Student Farm are:
- To develop a fully integrated, sustainable, student-run farm,
- To support a farm where skills in farm management can be developed through experiential learning,
- To provide locally grown, fresh food for the campus and local communities, and
- To stimulate the development of education in sustainable agriculture at Purdue.

Optional
☑ The website URL where information about the sustainable enterprise is available: http://www3.ag.purdue.edu/programs/studentfarm/Pages/default.aspx
Tier Two Credit 6: Sustainability Events

0.25 / 0.25

0.25 points anticipated of 0.25 points available

Criteria
Institution holds major events related to sustainability, such as conferences, speaker series, or symposia, which have students as the intended audience.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the event(s): The University hosts an annual event each fall called “Green Week”. This event is a week-long campaign directed at educating students on a variety of sustainability related issues. Each day of Green Week has a theme based on one aspect of sustainability. The themes and events for the 2011 Green Week included the following:

- Energy
  - China-US 2011 Joint Symposium Opening
  - Eco-living lecture by environmentalist and actor Ed Begley, Jr.
  - Skype video chat with the Purdue Inhome Solar Decathlon Team at the national competition in Washington D.C.
  - Tours of the Roger B. Gatewood Wing – The University’s first LEED Certified building
  - Residence Hall Energy Reduction Challenge

- Reduce, Reuse, Recycle
  - Lecture on “Secondary Students’ Conceptions of the Greenhouse Effect, Global Warming and Climate Change”
  - Donate and Recycle at the Union - Provided a place to donate gently used clothing and collection boxes for used batteries, cell phones, eyeglasses, etc.
  - Boilemaker Bin Interactive Recycling Display and Coke Recycling Truck
  - Free coffee provided at the Student Union with a reusable mug
  - Plastic Bag Monster – A suit constructed from 500 plastic bags to illustrate the number of plastic bags the average American uses annually and to advocate for the use of reusable bags
  - Lecture on “History, Public Opinion, and Environment”

- Alternative Transportation
  - Expo featured electric vehicles, hybrids, ZipCar, free bicycle tune-ups, CityBus, and a biofuel-powered airplane

- Water
  - Lecture on “Nitrogen, The Next Big Environmental Headache”
  - Wabash River Clean-Up
Water Walk was a self-guided tour of sustainable water features on campus
- Farmers Market
- University Residences Power Shower Challenge encouraged students to take a 3 minute shower with a water reduction percentage announced

- Sustainable World
  - Sustainable World Expo allowed green-focused businesses, clubs, and organizations to present educational booths
  - Safe Disposal of Unwanted Medicine Drop Off Event allowed students, faculty, and staff to drop off unwanted pharmaceuticals

Optional
☑ The website URL where information about the event(s) is available: http://www.purdue.edu/sustainability/greenweek/index.htm
**ER Tier Two Credit 7: Outdoor Program**

0.25 points anticipated of 0.25 points available

**Criteria**
Institution has a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles.

**Reporting Fields**
Required
- ✓ An indication of whether the institution meets the criteria for this credit: Yes

- ✓ A brief description of the program: The Purdue Outing Club organizes trips nearby and to several states for kayaking, rock climbing, mountain biking, backpacking, mountaineering, caving, hiking, etc. Students travel almost every weekend and on breaks. The Purdue Outing Club also loans out club equipment for members to go on their own trips. The Purdue Outing Club has confirmed that Leave No Trace principles are followed on all outings.

Optional
- ✓ The website URL where information about the program is available: http://www.purdueoutingclub.org/
ER Tier Two Credit 8: Themed Semester or Year

0.25 points anticipated of 0.25 points available

Criteria
Institution has chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years. This could take the form of choosing a sustainability related book for the common reading.

Reporting Fields
Required
- An indication of whether the institution meets the criteria for this credit: Yes
- A brief description of the themed semester, year, or first-year experience:
  Purdue University launched the Common Reading Program three years ago for the purpose of establishing academic expectations and engaging students from the onset of their undergraduate careers.

  A committee of students, faculty, and staff select a book for its ability to engage the University community in discussion and inquiry relevant to student, University, and societal values consistent within the scope of the University strategic plan, namely, launching tomorrow’s leaders, promoting discovery with delivery, and meeting global challenges. All new incoming students receive a free copy of the book during the summer orientation program and participate in programs related to the book throughout the year including integration into academic courses and programs and events sponsored by co-curricular offices.

Optional
- The sustainability-related book that was chosen, if applicable: “The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope” by William Kamkwamba and Bryan Mealer

- The website URL where information about the theme is available: http://www.purdue.edu/sats/commonreading/index.html
**EDUCATION & RESEARCH**

**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.

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<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER Credit 5</td>
<td>Sustainability Course Identification</td>
<td>3</td>
</tr>
<tr>
<td>ER Credit 6</td>
<td>Sustainability-Focused Courses</td>
<td>10</td>
</tr>
<tr>
<td>ER Credit 7</td>
<td>Sustainability-Related Courses</td>
<td>10</td>
</tr>
<tr>
<td>ER Credit 8</td>
<td>Sustainability Courses by Department</td>
<td>7</td>
</tr>
<tr>
<td>ER Credit 9</td>
<td>Sustainability Learning Outcomes</td>
<td>10</td>
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<td>ER Credit 10</td>
<td>Undergraduate Program in Sustainability</td>
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<td>ER Credit 11</td>
<td>Graduate Program in Sustainability</td>
<td>4</td>
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<td>ER Credit 12</td>
<td>Sustainability Immersive Experience</td>
<td>2</td>
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<tr>
<td>ER Credit 13</td>
<td>Sustainability Literacy Assessment</td>
<td>2</td>
</tr>
<tr>
<td>ER Credit 14</td>
<td>Incentives for Developing Sustainability Courses</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 55
Credit Rationale
This credit recognizes institutions that have identified their sustainability course and program offerings and share that information with their campus communities. Conducting an inventory of academic offerings provides an important foundation for advancing sustainability curriculum. It provides a baseline for understanding current offerings and can help institutions identify strengths and opportunities for growth. In addition, a list of sustainability courses helps current and prospective students find and understand sustainability course offerings, which can assist them in organizing their academic studies.

Identifying sustainability course offerings and activities for this credit will enable participants to report on ER Credit 6: Sustainability-Focused Courses, ER Credit 7: Sustainability-Related Courses, ER Credit 8: Sustainability Courses by Department, and ER Credit 9: Sustainability Learning Outcomes. Posting the results of this identification exercise online will minimize the reporting effort required for these credits.

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.

**REPORTING FIELDS**

**Required**

- An indication of whether the institution has developed a definition of sustainability in the curriculum: No
- An indication of whether the institution has identified its sustainability-focused and sustainability-related course offerings: Yes
- An indication of whether the institution makes its sustainability course inventory publicly available online: No

**Conditional**

Required if the institution is claiming Part 1 of the credit:

- A copy of the institution's definition of sustainability in the curriculum: N/A

Required if the institution is claiming Part 2 of the credit:

- A brief description of the methodology the institution followed to complete the inventory: Office of University Sustainability staff went through each course on the 2011-2012 course directory and, using the descriptions of each course, identified whether it was sustainability-related, sustainability-focused, or neither.

Required if the institution is claiming Part 3 of the credit:

- The website URL where the sustainability course inventory is posted: N/A

**SCORING**

Each part of the credit is scored independently. A total of 3 points are available for this credit.

Part 1
Institutions earn 1 point for meeting the criteria outlined above. (0 points anticipated)

Part 2
Institutions earn 1 point for meeting the criteria outlined above. (1 point anticipated)

Part 3
Institutions earn 1 point for meeting the criteria outlined above. (0 points anticipated)
ER Credit 6: Sustainability-Focused Courses

0.38 points anticipated of 10 points available

Credit Rationale
This credit recognizes institutions that offer academic courses focused on sustainability. Sustainability-focused courses provide valuable grounding in the concepts and principles of sustainability. These courses educate students about how different dimensions of sustainability relate to and support each other in theory and practice. In addition, these courses help equip students with the skills to weave together disparate components of sustainability in addressing complex issues. Identifying sustainability course offerings and activities for this credit will enable participants to report on ER Credit 6: Sustainability-Focused Courses, ER Credit 7: Sustainability-Related Courses, ER Credit 8: Sustainability Courses by Department, and ER Credit 9: Sustainability Learning Outcomes. Posting the results of this identification exercise online will minimize the reporting effort required for these credits.

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.

Reporting Fields

Required

☑ The number of sustainability-focused courses offered (a course may be either sustainability-focused or sustainability-related, not both; a course should be counted only once.): 20

☑ The total number of courses offered: 5,300

☑ An indication of whether data cover one, two, or three years: One year

☑ A list of sustainability-focused courses offered OR the website URL where the publicly available sustainability course inventory containing a list of sustainability-focused courses is available: See Appendix A: Sustainability Course List
**SCORING**

Institutions earn the maximum of 10 points for this credit if sustainability-focused courses comprise 10 percent or more of all courses offered. Incremental points are available based on the percentage of course offerings that are sustainability-focused. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Sustainability-Focused Courses Offered (#)</th>
<th>Divide</th>
<th>Total Number of Courses Offered (#)</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>x</td>
<td>20</td>
<td>÷</td>
<td>5,300</td>
<td></td>
<td>0.38</td>
</tr>
</tbody>
</table>
ER Credit 7: Sustainability-Related Courses

0.85 points anticipated of 10 points available

Credit Rationale
This credit recognizes institutions that offer courses related to sustainability. Sustainability-related courses help build knowledge about a component of sustainability or introduce students to sustainability concepts during part of the course. They may complement sustainability-focused courses by providing students with in-depth knowledge of a particular aspect or dimension of sustainability (such as the natural environment) or by providing a focus area (such as renewable energy) for a student’s sustainability studies, or they may broaden students’ understanding of sustainability from within different disciplines.

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.

Reporting Fields
Required
- The number of sustainability-related courses offered (A course may be either sustainability-focused or sustainability-related, not both; a course should be counted only once.): 135
- The total number of courses offered: 5,300
- An indication of whether data cover one, two, or three years: One year
- A list of sustainability-focused courses offered OR the website URL where the publicly available sustainability course inventory containing a list of sustainability-focused courses is available: See Appendix A: Sustainability Course List

Scoring
Institutions earn the maximum of 10 points for this credit when sustainability-related courses comprise 30 percent or more of all courses offered. Incremental points are available based on the percentage of course offerings that are sustainability-related. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Sustainability-Focused Courses Offered (#)</th>
<th>Divide</th>
<th>Total Number of Courses Offered (#)</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 1/3</td>
<td>x</td>
<td>135</td>
<td>÷</td>
<td>5,300</td>
<td>=</td>
<td>0.85</td>
</tr>
</tbody>
</table>
ERCredit 8: Sustainability Courses by Department 2.97 / 7

Credit Rationale
This credit recognizes institutions whose academic departments offer sustainability courses. Most, if not all, academic departments have a critical role to play in building a sustainable society. Having sustainability courses offered by numerous departments helps ensure that the institution’s approach to sustainability education is comprehensive and includes diverse topics. This will help students develop a broad understanding of the field. Likewise, offering sustainability courses in numerous departments can increase student exposure to sustainability topics and themes.

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

Reporting Fields
Required
☑ The number of departments that offer at least one sustainability-related or -focused course: 37
☑ The total number of departments that offer courses: 97
☑ A list of departments that offer sustainability courses OR the website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available: See Appendix A: Sustainability Course List

Scoring
Institutions earn the maximum of 7 points for this credit when 90 percent or more of academic departments or their equivalent offer at least one sustainability-related or -focused course. Incremental points are available based on the percentage of academic departments that offer sustainability courses. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Departments that Offer a Sustainability Course (#)</th>
<th>Divide</th>
<th>Total Number of Departments (#)</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.78</td>
<td>x</td>
<td>37</td>
<td>÷</td>
<td>97</td>
<td></td>
<td>2.97</td>
</tr>
</tbody>
</table>
ER Credit 9: Sustainability Learning Outcomes

4.32 / 10

4.32 points anticipated of 10 points available

Credit Rationale
This credit recognizes institutions with sustainability learning outcomes that are associated with program degrees and/or courses of study. Learning outcomes help students develop specific sustainability knowledge and skills and provide institutions with goals against which to assess learning.

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.

Reporting Fields
Required

☑ The number of graduates covered by sustainability learning outcomes: 4,150

☑ Total number of graduates: 9,603

☑ A list of degree programs that have sustainability learning outcomes OR 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:
  - College of Liberal Arts undergraduate core: 1,099 graduates
  - College of Engineering undergraduate core: 1,333 graduates
  - College of Technology undergraduate core: 800 graduates
  - College of Agriculture: 918 graduates

Optional

☑ A list or sample of the sustainability learning outcomes associated with the degree programs: “An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability”.

Scoring
Institutions earn the maximum of 10 points available for this credit when all students graduate from programs that have adopted at least one sustainability learning outcome. Incremental points are available based on the percentage of students who graduate from such programs. Points earned are calculated according to the following table:
<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students Who Graduated From a Degree Program That Has Adopted at Least One Sustainability Learning Outcome (#)</th>
<th>Divide</th>
<th>Total Number of Graduates (#)</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>x</td>
<td>4,150</td>
<td>÷</td>
<td>9,603</td>
<td></td>
<td>4.32</td>
</tr>
</tbody>
</table>
ER CREDIT 10: UNDERGRADUATE PROGRAM IN SUSTAINABILITY

4 points anticipated of 4 points available

CREDIT RATIONALE
This credit recognizes institutions that have formal, undergraduate-level degree programs focused on sustainability. Developing such programs signals an institution’s commitment to sustainability. Such programs also provide a path for students to study sustainability topics in depth, which better prepares them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.

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.

REPORTING FIELDS
Required

☑ The name of each sustainability-focused, undergraduate degree program:
   Bachelor of Science in Environmental and Ecological Engineering
   Bachelor of Science in Natural Resources and Environmental Science

☑ The website URL for each program:
   https://engineering.purdue.edu/EEE/Academics/undergrad.html
   https://ag.purdue.edu/nres/Pages/default.aspx

SCORING
Institutions earn 4 points for having at least one program that meets the criteria outlined above. Partial points are not available for this credit. (4 points anticipated)
ER Credit 11: Graduate Program in Sustainability

4 points anticipated of 4 points available

Credit Rationale
This credit recognizes institutions that have formal, graduate academic degree programs focused on sustainability. Developing such programs signals an institution’s commitment to sustainability. Formal academic programs focused on sustainability provide a path for students to study sustainability topics in depth, thus better preparing them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.

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.

Reporting Fields
Required
- The name of each sustainability-focused, graduate-level degree program:
  Ecological Sciences and Engineering

- The website URL for each program:
  http://www.purdue.edu/discoverypark/ese/

Scoring
Institutions earn 4 points for having at least one program that meets the criteria outlined above. Partial points are not available for this credit. (4 points anticipated)
CREDIT 12: SUSTAINABILITY IMMERSIVE EXPERIENCE 2 / 2

Credit Rationale
This credit recognizes institutions that offer sustainability-focused immersive experience programs. Such programs give students the opportunity to witness and learn in-depth about sustainability challenges and solutions. These programs provide a memorable way for students to deepen and expand their knowledge 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 must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions,

and/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.

Reporting Fields
Required

☑ An indication of whether the institution meets the criteria for this credit: Yes

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

  - Multicultural Perspectives on Sustainable Agriculture
    Students attend a fifteen day course in Costa Rica during which they visit natural and agricultural systems including coffee, cacao, banana, and vegetable production systems. Students will interact directly with growers and consumers to learn about Costa Rican perceptions of sustainable agriculture. The course reviews sustainable agriculture concepts, major cropping systems in the tropics, and the impact of trade on U.S. and Central American growers. The course includes a service learning project in which students work with indigenous communities. Native American attitudes and philosophy toward agriculture and sustainability is a major topic in the course. Four remain in Costa Rica for an eight week summer research experience.

  - Promoting Sustainability: Training Agriculture Practitioners
    In the tropics, sustainable livelihoods depend on stable crop and livestock production systems. Soil fertility, pests, and diseases represent ongoing challenges. This course offers a hands on learning experience and addresses the science and economics of sustainable agricultural systems. The class focuses on the integration of the applied sciences, social sciences,
economics and ecology as they relate to sustainability. The most recent class had a 3 week study with weekend experiences with work study, tours to farms, and community work. Students receive instruction from faculty from participating instructions. The class requires students to work with EARTH-students and their special projects, to participate with farmers by outlining their site-specific problems, and to solicit assistance from EARTH students. Students then integrate what they have learned to propose sustainable management options in a capstone seminar presented to peers and stakeholders at the La Flor campus near the west coast. This program is for all majors, but oriented for majors in Agronomy, Agricultural Economics, Building Construction Management, and Animal Sciences.

- Sweden: International Natural Resources
  Program to be held in July 2013 will be a joint course for students from North Carolina State University, Swedish University for Agricultural Sciences, and Purdue University. The study will take place in the southern portion of Sweden and adjacent counties. The student will include forestry, fisheries, and wildlife concerns with a holistic and thematic view on sustainable use and management of natural resources for different geographic, ecological, and social conditions.

SCORING
Institutions earn 2 points for meeting the criteria outlined above. Partial points are not available for this credit. (2 points anticipated)
ER CREDIT 13: STUDENT LITERACY ASSESSMENT

Not achieved

CREDIT RATIONALE
This credit recognizes institutions that are assessing the sustainability literacy of their students. Such an assessment helps institutions evaluate the success of their sustainability education initiatives and develop insight into how these initiatives could be improved.

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.

REQUIRED
☑ An indication of whether the institution has conducted a sustainability literacy assessment: No

☑ An indication of whether the assessment includes a baseline evaluation of students and then a follow-up evaluation of the same cohort: N/A

☑ A copy of the questions included in the sustainability literacy assessment: N/A

☑ A brief description of how the assessment was developed: N/A

☑ A brief description of how the assessment was administered: N/A

☑ A brief summary of results from the assessment: N/A

OPTIONAL
☑ The website URL where information about the literacy assessment is available: N/A

SCORING
Institutions earn either 1 or 2 points based on the criteria outlined above; fractions of points are not available for this credit.

Part 1
Institutions earn 1 point for meeting the criteria outlined above. (0 points anticipated)
Part 2
Institutions earn 1 point for meeting the criteria outlined above. (0 points anticipated)

Reason for Not Achieving
Purdue has not conducted a sustainability literacy assessment. Therefore, Purdue’s current programs do not meet the requirements of this credit.
ER Credit 14: Incentives for Developing Sustainability Courses

Not achieved

Credit Rationale
This credit recognizes institutions that offer incentives to help faculty expand sustainability course offerings. Providing release time, funding for professional development, trainings, and other incentives can help faculty broaden and deepen sustainability curriculum. Faculty often need these incentives to determine how best to include sustainability in their courses. Providing such incentives lends institutional support to increased sustainability course offerings.

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.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: No

☑ A brief description of the program(s): N/A

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

Optional
☑ The website URL where information about the program is available: N/A

Scoring
Institutions earn 3 points for meeting the criteria outlined above. Partial points are not available for this credit. (0 points anticipated)

Reason for Not Achieving
Purdue does not offer incentives to faculty who develop sustainability courses. Therefore, Purdue’s current programs do not meet the requirements of this credit.
EDUCATION & RESEARCH

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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>ER Credit 15</td>
<td>Sustainability Research Identification</td>
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</tr>
<tr>
<td>ER Credit 16</td>
<td>Faculty Engaged in Sustainability Research</td>
<td>10</td>
</tr>
<tr>
<td>ER Credit 17</td>
<td>Departments Engaged in Sustainability Research</td>
<td>6</td>
</tr>
<tr>
<td>ER Credit 18</td>
<td>Sustainability Research Incentives</td>
<td>6</td>
</tr>
<tr>
<td>ER Credit 19</td>
<td>Interdisciplinary Research in Tenure and Promotion</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total** 27
ER Credit 15: Sustainability Research Identification  
1 point anticipated of 3 points available

Credit Rationale
This credit recognizes institutions that have identified their sustainability research and associated faculty scholarship and creative inquiry (referred to henceforth as “research”).

Adopting a definition of sustainability research provides a foundation for measurement and goal setting. Conducting an inventory of an institution’s sustainability research can serve as a valuable first step in identifying strengths and areas for development. Likewise, since sustainability requires collaboration that transcends traditional disciplines, conducting an inventory can help connect individuals, laboratories, research centers, and other campus community members with a shared interest in sustainability. Conducting an inventory of research also establishes a baseline for measuring future progress.

Identifying sustainability research activities will enable participants to report on ER Credit 16: Faculty Involved in Sustainability Research and ER Credit 17: Departments Involved in Sustainability Research. Posting the results of this identification exercise online will minimize the reporting effort required for these credits.

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.

Reporting Fields
Required
☑ An indication of whether the institution has developed a definition of sustainability research: No

☑ An indication of whether the institution has identified its sustainability research activities and initiatives: Yes

☑ An indication of whether the institution makes its sustainability research inventory publicly available online: No
Conditional
Required if the institution is claiming Part 1 of the credit:
☑️ A copy of the institution’s definition of sustainability research: N/A

Required if the institution is claiming Part 2 of the credit:
☑️ A brief description of the methodology the institution followed to complete the inventory: A graduate intern and an undergraduate intern at the Office of University Sustainability developed a faculty sustainability research database based primarily off of the directories for the research centers that make up the Global Sustainability Initiative.

Required if the institution is claiming Part 3 of the credit:
☑️ The website URL where the sustainability research inventory is posted: N/A

Scoring
Each part of the credit is scored independently. A total of 3 points are available for this credit.

Part 1
Institutions earn 1 point for meeting the criteria outlined above. (0 points anticipated)

Part 2
Institutions earn 1 point for meeting the criteria outlined above. (1 point anticipated)

Part 3
Institutions earn 1 point for meeting the criteria outlined above. (0 points anticipated)
ER CREDIT 16: FACULTY ENGAGED IN SUSTAINABILITY RESEARCH 4.75 / 10
4.75 points anticipated of 10 points available

CREDIT RATIONALE
This credit recognizes institutions where faculty members are conducting research on sustainability topics. The percentage of faculty members engaged in sustainability research is a measure of the spread of sustainability research.

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.

REPORTING FIELDS
Required
☐ The number of the institution’s faculty members engaged in sustainability research: 297

☐ The total number of the institution’s faculty members engaged in research: 2,500

☐ Names and department affiliations of faculty engaged in sustainability research OR the website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted: See Appendix B: Sustainability Research List

Optional
☐ Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations: Not reported

☐ The website URL where information about sustainability research is available: https://www.purdue.edu/discoverypark/sustainability/
**SCORING**

Institutions earn the maximum of 10 points available for this credit when 25 or more percent of faculty are engaged in sustainability research. Incremental points are available based on the percentage of faculty that conducts sustainability research. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Faculty Members Engaged in Sustainability Research (#)</th>
<th>Divide</th>
<th>Total Faculty Members Engaged in Research (#)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>x</td>
<td>297</td>
<td>÷</td>
<td>2,500</td>
<td></td>
<td>4.75</td>
</tr>
</tbody>
</table>
ER CREDIT 17: DEPARTMENTS ENGAGED IN SUSTAINABILITY RESEARCH 5.11 / 6

5.11 points anticipated of 6 points available

CREDIT RATIONALE
This credit recognizes institutions where sustainability research is being conducted in many departments. Most, if not all, academic departments can make significant contributions to deepening society’s understanding of sustainability issues and developing solutions to sustainability challenges. Since sustainability transcends traditional academic divisions, having multiple departments involved in research indicates that the institution has a broad perspective on sustainability and can help ensure that multiple perspectives are considered.

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.

REPORTING FIELDS
Required
☑️ The total number of academic departments that conduct research: 97
☑️ The number of academic departments in which at least one faculty member engages in sustainability research: 62
☑️ A list of academic departments in which at least one faculty member engages in sustainability research OR the website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted: See Appendix B: Sustainability Research List

SCORING
Institutions earn the maximum of 6 points available for this credit when 75 or more percent of departments are engaged in sustainability research. Incremental points are available based on the percentage of departments that conduct sustainability research. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Departments that Conduct Sustainability Research (#)</th>
<th>Divide</th>
<th>Total Number of Departments that Conduct Research (#)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>x</td>
<td>62</td>
<td>÷</td>
<td>97</td>
<td>=</td>
<td>5.11</td>
</tr>
</tbody>
</table>
ER Credit 18: Sustainability Research Incentives

6 points anticipated of 6 points available

Credit Rationale
This credit recognizes institutions that have programs in place to encourage students and faculty members to research sustainability. Providing incentives demonstrates that sustainability is an institutional priority and can help deepen students’ understanding of sustainability issues and attract new researchers to the field. In addition, it helps faculty members explore new areas and encourages broader research on the topic. Having faculty broadly engaged in sustainability research can help increase student exposure to and participation in sustainability research as well.

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.

Reporting Fields
Required
☑ An indication of whether the institution has a program to encourage student sustainability research that meets the criteria for this credit: Yes

☑ An indication of whether the institution has a program to encourage faculty sustainability research that meets the criteria for this credit: Yes

Conditional
Required if the institution is claiming points for Part 1 of the credit:
☑ A brief description of the institution’s program(s) to encourage student research in sustainability:
  ● Undergraduate: The Discovery Park Undergraduate Research Internship (DURI) program involves Purdue undergraduates in the interdisciplinary research environment of Purdue’s Discovery Park, including the Global Sustainability Institute (which includes the Center for the Environment (C4E), the Center for Global Food Security (CGFS), the Purdue Climate Change Research Center (PCCRC), the Purdue Water Community (PWC) and the Energy Center (EC). The program provides opportunities for students to work on cutting edge research projects that involve combining two or more disciplinary strengths. Numerous other programs support student research applied to specific sustainability issues or themes, for example the Global
Engineering Program has had several projects tied to sustainability challenges (see for example http://www.purdue.edu/differencemakers/cameroon.html) and the Hydrologists Helping Others (H2O) program supports students in applied research addressing hydrological challenges in areas of need.

- **Graduate:** Purdue’s Ecological Sciences & Engineering Interdisciplinary Graduate Program (ESE-IGP) provides students with educational and research experiences that integrate engineering and science concepts to solve major environmental problems using an ecological approach. Here, we define "science" as observation/monitoring of systems and elucidation of processes/phenomena at appropriate scales, while "engineering" is defined as the design of a system--based on scientific understanding--which mitigates a problem of interest. This program serves as a catalyst to promote collaborative inter-disciplinary sustainability research involving graduate students in multiple departments and affiliated Purdue University faculty members.

Required if the institution is claiming points for Part 2 of the credit:

- **A brief description of the institution's program(s) to encourage faculty research in sustainability:** Purdue University has a focused effort to encourage faculty research in sustainability through the Global Sustainability Institute, which includes five focused research centers (the Center for the Environment (C4E), the Center for Global Food Security (CGFS), the Purdue Climate Change Research Center (PCCRC), the Purdue Water Community (PWC) and the Energy Center (EC)) as well as several cross-cutting initiatives, including the U.S.-China Ecopartnership for Environmental Sustainability. This Institute actively engages several hundred faculty from all colleges at Purdue in sustainability research, and provides faculty with staff support, meeting spaces, funding for workshops and lectures, and some seed funding to develop new research ideas. External funding for research performed through the institute comes from major federal agencies including the NSF, EPA, and DoE.

The Global Sustainability Institute is a major component of Purdue’s Discovery Park, which is a dedicated $600 million research and learning complex of 8 core centers, where faculty and students are using an interdisciplinary approach to tackle the grand challenges of today. Discovery Park includes a strong emphasis on entrepreneurship and moving our discoveries to delivery of impacts, ranging from new products and services, to new policies and regulations.

Optional

- **The website URL where information about the student research program is available:**
  http://discoverypark.itap.purdue.edu/learningcenter/duri/
  http://www.gradschool.purdue.edu/ese/
The website URL where information about the faculty research program is available:
http://www.purdue.edu/discoverypark/sustainability/
http://www.purdue.edu/discoverypark/

**SCORING**
Each part of the credit is scored separately.

Part 1
Institutions earn 3 points for meeting the criteria outlined above. Partial points are not available for this part of the credit. **(3 points anticipated)**

Part 2
Institutions earn 3 points for meeting the criteria outlined above. Partial points are not available for this part of the credit. **(3 points anticipated)**
ER Credit 19: Interdisciplinary Research in Tenure and Promotion 2/2

Credit Rationale
This credit recognizes institutions that acknowledge interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions. Addressing sustainability challenges requires solutions and understandings that often cover multiple academic disciplines. Giving interdisciplinary research equal weight as research from a single academic discipline provides an important foundation that allows faculty to pursue sustainability related research.

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

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes
☑ A brief description or a copy of the institution’s policy regarding interdisciplinary research: Purdue’s New Synergies strategic plan states “Purdue University will set the pace for new interdisciplinary synergies that serve citizens worldwide with profound scientific, technological, social, and humanitarian impact on advancing societal prosperity and quality of life.” Interdisciplinary efforts are important and Purdue, recognizing this, has provided physical space for such efforts (Discovery Park) and formed the Interdisciplinary Initiatives Committee to address the role of these efforts in promotion cases. A recent report of the Provost’s Task Force on Promotion and Tenure recommended that Purdue formalize its policy on recognizing interdisciplinary work in the promotion and tenure process. Involvement at the Purdue Discovery Park, a national model of interdisciplinary work, is highly valued when considering faculty performance. All Research Faculty appointed through Discovery Park are engaged in interdisciplinary research and each is evaluated for promotion with evaluation by an interdisciplinary committee.

Purdue also has interdisciplinary degrees such as the Purdue University Interdisciplinary Life Science (PULSe) provides Training Groups, or interdisciplinary research areas, which consist of over 170 faculty members from 27 different departments. Other interdisciplinary programs include Ecological and Environmental Engineering, and in the College of Liberal Arts alone, there are 15 interdisciplinary programs including African American Studies, Asian Studies, Comparative Literature, Film and Video Studies, Global Studies, Latin American and Latino Studies, Peace Studies, Philosophy and Literature, Religious Studies, and Women’s Studies, to name a few.
Optional
☑ The website URL where information about the treatment of interdisciplinary research is available:

**SCORING**
Institutions earn 2 points for meeting the criteria outlined above. Partial points are not available for this credit. (2 points anticipated)
AASHE STARS Submission 2012
Category 2: Operations
**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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP Credit 1</td>
<td>Building Operations and Maintenance</td>
<td>7</td>
</tr>
<tr>
<td>OP Credit 2</td>
<td>Building Design and Construction</td>
<td>4</td>
</tr>
<tr>
<td>OP Credit 3</td>
<td>Indoor Air Quality</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 13
OP CREDIT 1: BUILDING OPERATIONS AND MAINTENANCE 0 / 7

Not achieved

CREDIT RATIONALE
This credit recognizes institutions that operate and maintain their buildings in ways that protect the health of building occupants and the environment. An institution’s existing building stock is typically the largest source of campus energy consumption and greenhouse gas emissions. By adopting and following a sustainable operations and maintenance framework, institutions can conserve energy and water, minimize impacts on the surrounding site, reduce waste and water consumption, promote indoor environmental quality, and support markets for environmentally preferable materials while providing healthy and productive work, learning, and living spaces.

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

REPORTING FIELDS
Required
- Total building space that meets "Eligible Buildings Criteria": 0 GSF
- 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: N/A
- Building space that is LEED for Existing Buildings: O&M Certified: 0 G SF
- Building space that is LEED for Existing Buildings: O&M Silver certified: 0 G SF
- Building space that is LEED for Existing Buildings: O&M Gold certified: 0 G SF
- Building space that is LEED for Existing Buildings: O&M Platinum certified: 0 G SF

Conditional
- The website URL where a copy of the institution’s guidelines or policies for sustainable building operations and maintenance is available: N/A
- An electronic copy of the guidelines or policies: N/A

Optional
- The date(s) the policies or guidelines were adopted: N/A

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

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

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

**Scoring**

Institutions earn the maximum of 7 points for this credit by having all eligible building square footage be LEED for Existing Buildings: O&M Platinum certified. Incremental points are available based on the percentage of floor area that is certified at each LEED level and/or maintained in accordance with sustainable operations and maintenance policies. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Sustainable Operations and Maintenance Level</th>
<th>Point Value Per Level</th>
<th>Multiply</th>
<th>Square Feet of Building Space at Each Level (GSF)</th>
<th>Divide</th>
<th>Total Square Feet of Eligible Building Space (GSF)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not certified but follows guidelines or policies</td>
<td>2.625</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>LEED for Existing Buildings: O&amp;M Certified</td>
<td>3.5</td>
<td>0</td>
<td>0</td>
<td></td>
<td>17,310,458</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>LEED for Existing Buildings: O&amp;M Silver Certified</td>
<td>4.375</td>
<td>x</td>
<td>0</td>
<td>17,310,458</td>
<td>=</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>LEED for Existing Buildings: O&amp;M Gold Certified</td>
<td>5.25</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>LEED for Existing Buildings: O&amp;M Platinum Certified</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Total Points: 0.00
**Reason for Not Achieving**

Although many of Purdue’s practices for operating and maintaining buildings do meet the basic intent of this credit, very few of these practices have been formalized into written policies or guidelines. Purdue has no LEED for Existing Buildings: Operations & Maintenance certified buildings, although a pilot project is underway for Rawls Hall. Therefore, Purdue’s current operations do not meet the requirements of this credit.
OP CREDIT 2: BUILDING DESIGN AND CONSTRUCTION
0.43 points anticipated of 4 points available

CREDIT RATIONALE
This credit recognizes institutions that have incorporated environmental features into their design and construction projects. Decisions made during the design phase, such as where to locate the building and how it is oriented, can yield significant energy savings and reduce impacts on the site. By designing and building for enhanced indoor environmental quality (IEQ), institutions can ensure their buildings provide safe, healthy, and productive spaces for the campus community.

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, and
   - Water consumption.

REPORTING FIELDS
Required

☑ New building space that meets “Eligible Buildings Criteria” (square feet): 877,779 G SF

☑ New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified (square feet): 0 G SF

☑ New building space that is LEED Certified (square feet): 0 G SF

☑ New building space that is LEED Silver certified (square feet): 0 G SF

☑ New building space that is LEED Gold certified (square feet): 125,543 G SF

☑ New building space that is LEED for New Construction and Major Renovations Platinum certified (square feet): 0 G SF
Conditional
Required if the institution is claiming points for following guidelines or policies:

- The website URL where a copy of the institution’s guidelines or policies for green building is available: N/A

Optional

- The date(s) the policies or guidelines were adopted: N/A
- A brief description of how the institution ensures compliance with green building design and construction guidelines and policies: N/A
- 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 Roger B. Gatewood Wing Addition to the Mechanical Engineering Building – LEED Gold – 2011 (85,543 GSF)
  - Marriott Hall – LEED Gold – 2012 (40,000 GSF)

**SCORING**
Institutions earn the maximum of 4 points for this credit by having all eligible building square footage be LEED Platinum certified. Incremental points are available based on the percentage of floor area that is certified at each LEED level and/or designed and constructed in accordance with green building policies or guidelines. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Design and Construction Certification Level</th>
<th>Point Value Per Level</th>
<th>Multiply</th>
<th>Square Feet of Building Space at Each Level (GSF)</th>
<th>Divide</th>
<th>Total Square Feet of Eligible Building Space (GSF)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not certified but follows guidelines or policies</td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>877,779</td>
<td>=</td>
<td>0</td>
</tr>
<tr>
<td>LEED Certified</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>=</td>
<td>0</td>
</tr>
<tr>
<td>LEED Silver Certified</td>
<td>2.5</td>
<td>0</td>
<td>125,543</td>
<td>125,543</td>
<td>0</td>
<td>0.43</td>
<td></td>
</tr>
<tr>
<td>LEED Gold Certified</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>LEED Platinum Certified</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>=</td>
<td>=</td>
<td>=</td>
<td>=</td>
<td>=</td>
<td>0.43</td>
<td></td>
</tr>
</tbody>
</table>
OP CREDIT 3: INDOOR AIR QUALITY
2 points anticipated of 2 points available

CREDIT RATIONALE
This credit recognizes institutions that are working to protect the human health of building occupants by monitoring and protecting indoor air quality. Institutions can promote productivity in the workplace and classroom by improving ventilation and managing exposure to indoor pollutants. This creates safe learning, living, and work environments and reduces illnesses for students and staff alike.

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.

REPORTING FIELDS
Required
☑ 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 (square feet): 17,310,458 GSF
☑ Total occupied building space (square feet): 17,310,458 GSF
☑ A brief description of the institution’s indoor air quality plan, policy, and/or practices: Indoor air complaints are reported to and investigated by Purdue’s Radiological & Environmental Management Department (REM). Investigations may include temperature, relative humidity, carbon dioxide, mold, and bacteria concentrations. Additional parameters may be checked depending on the specific complaint. Repairs, equipment modifications, and evaluations are conducted by Zone Maintenance, Departmental Maintenance and/or the central Indoor Air Quality (IAQ) Shop. Special room cleaning and disinfection may be conducted by Building Services or Departmental Housekeeping when necessary.

Optional
☑ The website URL where information about the institution’s indoor air quality initiatives is available: http://www.purdue.edu/rem/ih/iaq.htm
**SCORING**
Institutions earn the full 2 points available for this credit when all buildings are covered by an indoor air quality management policy, plans, and/or practices (or if there is an institution-wide plan or policy). Partial points are available based on the percentage of occupied building space that meets the criteria. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Occupied Building Space Covered by an IAQ Plan (GSF)</th>
<th>Divide</th>
<th>Total Occupied Building Space (GSF)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>x</td>
<td>17,310,458</td>
<td>÷</td>
<td>17,310,458</td>
<td></td>
<td>2.00</td>
</tr>
</tbody>
</table>
**OPERATIONS**

**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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP Credit 4</td>
<td>Greenhouse Gas Emissions Inventory</td>
<td>2</td>
</tr>
<tr>
<td>OP Credit 5</td>
<td>Greenhouse Gas Emissions Reduction</td>
<td>14</td>
</tr>
<tr>
<td>OP Tier Two</td>
<td>Climate Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Air Travel Emissions</td>
<td>0.25</td>
</tr>
<tr>
<td>2</td>
<td>Local Offsets Program</td>
<td>0.25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16.5</strong></td>
<td></td>
</tr>
</tbody>
</table>
OP Credit 4: Greenhouse Gas Emissions Inventory

Credit Rationale
This credit recognizes institutions that have inventoried their greenhouse gas emissions. Conducting a greenhouse gas (GHG) emissions inventory is an involved process that helps institutions identify sources of emissions and prioritize emissions reduction strategies. GHG emissions inventories help personalize climate discussions by creating a direct link between an institution’s behaviors and global warming. In addition, conducting an inventory can facilitate campus community learning by bringing together various campus stakeholders.

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 System, 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.

Reporting Fields
Required
☑ The website URL where the GHG emissions inventory is posted:
   - http://ccdsupport.com/ghgpub/htmls/4f5hhb9sb8ahv.html (2010, Scope 1)
   - http://web.ics.purdue.edu/~cneutral/CN@P_FINAL.pdf (2005-06, Scope 1, 2, & 3)

☑ 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? Yes
☑ Does the inventory include embodied emissions from other purchased products? Yes
☑ Does the inventory include emissions from solid waste disposal? Yes
☑ Does the inventory include another Scope 3 emissions source not covered above? Yes
If yes, please specify: CityBus

**Scoring**

**Part 1**
Institutions earn 1 point for meeting the criteria outlined above. *(1 point anticipated)*

**Part 2**
Up to 1 point is available for this part of the credit. Institutions earn 0.25 points for each Scope 3 emissions source (e.g. commuting, air travel, solid waste disposal, embodied emissions from purchased products) that is included in the inventory or is inventoried separately. *(1 point anticipated)*
OP CREDIT 5: GREENHOUSE GAS EMISSIONS REDUCTION 0 / 14

Not achieved

CREDIT RATIONALE
This credit recognizes institutions that have reduced their net greenhouse gas (GHG) emissions.

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.

REPORTING FIELDS
Required
- **Scope 1 and 2 gross GHG emissions, 2005:** 680,649 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:** 11,552
- **Non-residential/commuter full-time students, faculty, and staff members, 2005:** 34,669
- **Non-residential/commuter part-time students, faculty, and staff members, 2005:** 7,068
- **Scope 1 and 2 gross GHG emissions, performance year:** 725,351 metric tons of CO2 equivalent
- **Off-site, institution-catalyzed offsets generated, performance year:** 0 metric tons of CO2 equivalent
Carbon offsets purchased, performance year: 0 metric tons CO2 equivalent

List the start and end dates of the GHG emissions performance year:
Start Date: July 1, 2011
End Date: June 30, 2012

On-campus residents, performance year: 11,457

Non-residential/commuter full-time students, faculty, and staff members, performance year: 36,726

Non-residential/commuter part-time students, faculty, and staff members, performance year: 6,830

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year): July 1, 2011 – June 30, 2012

SCORING
Institutions earn the maximum of 14 points available for this credit by achieving climate neutrality (i.e. zero net GHG emissions). Incremental points are awarded for reducing GHG emissions compared to the 2005 baseline.

STARS awards only positive points; points will not be deducted if greenhouse gas emissions per weighted campus user increased rather than decreased during the time period.

Points earned are calculated according to the formula below:

Points Earned = 14 × { (A/B) - (C/D) } / (A/B)
A = Adjusted net greenhouse gas emissions in 2005 baseline year
B = Weighted campus users in 2005 baseline year
C = Adjusted net greenhouse gas emissions in the performance year (most recent year for which data are available)
D = Weighted campus users in the performance year (most recent year for which data are available)

Points Earned = 14 × { (680,649/41,088) - (725,351/42,417) } / (680,649/41,088)
= 14 × { (16.5656) - (17.1005) } / (16.5656)
= 14 × { -0.0323 }
= -0.45 points = 0 points

REASON FOR NOT ACHIEVING
This credit was not achieved because greenhouse gas emissions per weighted campus user increased between 2005 and the performance year by approximately 3½%.
OPTIER TWO CREDIT 1: AIR TRAVEL EMISSIONS
Not achieved

CRITERIA
Institution has policies and/or programs in place that explicitly seek a reduction in emissions from air travel.

REPORTING FIELDS
Required
☐ 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: N/A

REASON FOR NOT ACHIEVING
Although Purdue encourages video and audio conference options instead of air travel by providing several services for all faculty, staff, and students, there is no policy or program in place that explicitly seeks to reduce emissions from air travel. Therefore, Purdue’s current operations do not meet the requirements of this credit.
OP Tier Two Credit 2: Local Offsets Program 0 / 0.25

Not achieved

Criteria
Institution has a local offsets program through which the institution offsets its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community. For example, a local offsets program may engage students in weatherizing homes in the surrounding community. As part of the arrangement with the homeowner, the institution would “own” the emissions reductions that result from the program.

Reporting Fields
Required
☐ 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: N/A

Optional
☐ The website URL where information about the program is available: N/A

Reason for Not Achieving
Purdue does not have a local offsets program for greenhouse gas emissions. Therefore, Purdue’s current operations do not meet the requirements of this credit.
### OPERATIONS

#### 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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP Credit 6</td>
<td>Food and Beverage Purchasing</td>
<td>6</td>
</tr>
<tr>
<td>OP Tier Two</td>
<td>Dining Services Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Trayless Dining</td>
<td>0.25</td>
</tr>
<tr>
<td>4</td>
<td>Vegan Dining</td>
<td>0.25</td>
</tr>
<tr>
<td>5</td>
<td>Trans-Fats</td>
<td>0.25</td>
</tr>
<tr>
<td>6</td>
<td>Guidelines for Franchisees</td>
<td>0.25</td>
</tr>
<tr>
<td>7</td>
<td>Pre-Consumer Food Waste Composting</td>
<td>0.25</td>
</tr>
<tr>
<td>8</td>
<td>Post-Consumer Food Waste Composting</td>
<td>0.25</td>
</tr>
<tr>
<td>9</td>
<td>Food Donation</td>
<td>0.25</td>
</tr>
<tr>
<td>10</td>
<td>Recycled Content Napkins</td>
<td>0.25</td>
</tr>
<tr>
<td>11</td>
<td>Reusable Container Discounts</td>
<td>0.25</td>
</tr>
<tr>
<td>12</td>
<td>Reusable To-Go Containers</td>
<td>0.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>8.5</strong></td>
</tr>
</tbody>
</table>
OP CREDIT 6: FOOD AND BEVERAGE PURCHASING 0.45 / 6
0.45 points anticipated of 6 points available

CREDIT RATIONALE
This credit recognizes institutions that are supporting sustainable food systems through their food and beverage purchases. Institutions can do this by prioritizing the purchase of local, organic, Fair Trade, and sustainably harvested food and beverage items. These actions help foster robust local economies, healthier soils and streams, and secure livelihoods for farmers.

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)

REPORTING FIELDS
Required

- Percentage of food and beverage expenditures that meet at least one of the criteria outlined above: 3.71% [$556,158 / $15,000,000 (includes disposables)]

- A brief description of the sustainable food and beverage purchasing program: Purdue strives to procure food and beverages from sources within 250 miles of campus. Local vendors include Piazza, Red Gold, Creighton Brothers, Crystal Lake, Indiana Packers, and Amity.

SCORING
Institutions earn the maximum of 6 points when food and beverages that meet at least one of the criteria outlined above comprise 50 percent or more of food and beverage purchases. Incremental points are available based on the percentage of food and beverage expenditures devoted to sustainable food. Scores are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Food and Beverage Expenditures on Sustainable Food (%)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.12</td>
<td>x</td>
<td>3.71</td>
<td>=</td>
<td>0.45</td>
</tr>
</tbody>
</table>
OPTIER TWO CREDIT 3: TRAYLESS DINING

0.25 points anticipated of 0.25 points available

CRITERIA
Institution has a trayless dining program in which trays are removed from or not available in dining halls. The program may take the form of trays being eliminated permanently, being eliminated in some but not all cafeterias, or being removed during certain time periods. This credit includes on-campus dining services operated by the institution or the institution’s primary dining services contractor.

REPORTING FIELDS
Required
☑ 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: Purdue University Residential Dining adopted permanent trayless dining in two of the five “All You Care to Eat” locations in the Fall of 2012. This represents 34% of total meals served. This decision came after piloting trayless dining in 2010 when for a one week period in all five “All You Care to Eat” dining locations in 2010.

☑ List the year the program was started: 2012

Optional
☑ The website URL where information about the program is available: http://www.housing.purdue.edu/Dining/index.html
OPTIER TWO CREDIT 4: VEGAN DINING

0.25 points anticipated of 0.25 points available

CRITERIA
Institution offers diverse, complete-protein vegan dining options during every meal. This credit includes on-campus dining services operated by the institution or the institution’s primary dining services contractor. (On-site franchises, convenience stores, vending machines, and concessions are excluded from this credit.)

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the vegan dining program: Vegetarian and vegan options are offered at all of Purdue’s five dining courts. Soy milk and vegan Boca burgers are always available. A variety of self-serve options such as soup and salad bars and delis allow vegan and vegetarian students to customize their meal to fit their needs. Hummus and legumes are a staple at Purdue dining courts. Windsor Dining Court has a designated station providing full balanced meals for vegan and vegetarian diners every day.

Optional
☑ The website URL where information about the program, policy, or practice is available: http://www.housing.purdue.edu/Dining/Nutrition/Vegetarian.html
**OP Tier Two Credit 5: Trans-Fats**

0.25 points anticipated of 0.25 points available

**Criteria**

Institution uses frying oil that does not include trans-fats and seeks to avoid foods that include trans-fats in its dining operations. This credit includes on-campus dining services operated by the institution or the institution’s primary dining services contractor. (On-site franchises, convenience stores, vending machines, and concessions are excluded from this credit.)

**Reporting Fields**

Required

☑ An indication of whether the institution meets the criteria for this credit: Yes

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

  Trans-fat free oil is used for frying all products in all dining operations. This change in oils was implemented in 2005 and was accompanied by outreach to educate students on the switch. University Residences uses approximately 95,000 pounds of cooking oil per year. At the time of implementation the new oil cost 7 cents per pound more, a difference of less than $7,000 per year.

Optional

☑ The website URL where information about the program, policy, or practice is available: [http://news.uns.purdue.edu/x/2007a/070420HFSTransfat.html](http://news.uns.purdue.edu/x/2007a/070420HFSTransfat.html)
OPT Tier Two Credit 6: Guidelines for Franchisees

Not achieved

Criteria
Institution has adopted sustainability policies or guidelines for food service franchisees operating on campus. Sustainability guidelines or policies of the franchisees themselves do not count for this credit. The credit measures institutional engagement in guiding franchisees operating on campus toward sustainability.

Reporting Fields
Required
- An indication of whether the institution meets the criteria for this credit: No
- A brief description of the guidelines for franchisees: N/A

Optional
- The website URL where information about the guidelines is available: N/A

Reason for Not Achieving
Purdue does not have sustainability guidelines for food service franchisees. Therefore, Purdue’s current operations do not meet the requirements of this credit.
OP Tier Two Credit 7:  
Pre-Consumer Food Waste Composting  
0.25 points anticipated of 0.25 points available

Criteria
Institution has a pre-consumer food waste composting program. This credit includes on-campus dining services operated by the institution or the institution’s primary dining services contractor.

Reporting Fields
Required
☑ Does the institution have a pre-consumer food waste composting program?  
Purdue disposes of pre-consumer food waste with a local anaerobic digester.

☑ A brief description of the pre-consumer food waste composting program:  
Residential Dining and the Purdue Memorial Union (PMU) do not directly compost pre-consumer food waste. All Residential Dining facilities and PMU divert waste from the landfill through a cooperative agreement with the West Lafayette Waste Water Treatment Plant (WWTP). All pre-consumer waste collected is transported to the WWTP. At the WWTP the pre-consumer food waste is placed in an anaerobic digester which produces methane gas used to run turbines to produce electricity. Approximately 25% of the electrical needs of the WWTP are provided through this process.

Optional
☑ The website URL where information about the program is available:  
OPTIER TWO CREDIT 8:  
POST-CONSUMER FOOD WASTE COMPOSTING

C R I T E R I A
Institution has a post-consumer food waste composting program. This credit includes on-campus dining services operated by the institution or the institution’s primary dining services contractor.

R E P O R T I N G F I E L D S
Required
✓ Does the institution have a post-consumer food waste composting program?
  Purdue disposes of pre-consumer food waste with a local anaerobic digester.

✓ A brief description of the pre-consumer food waste composting program:
  Residential Dining and the Purdue Memorial Union (PMU) do not directly compost post-consumer food waste. All Residential Dining facilities and the PMU divert waste from the landfill through a cooperative agreement with the West Lafayette Waste Water Treatment Plant (WWTP). All post-consumer waste collected is transported to the WWTP. At the WWTP the post-consumer food waste is placed in an anaerobic digester which produces methane gas used to run the turbines to produce electricity. Approximately 25% of the electrical needs of the WWTP are provided through this process.

Optional
✓ The website URL where information about the program is available:
OPTIER TWO CREDIT 9: FOOD DONATION

0.25 points anticipated of 0.25 points available

CRITERIA
Institution donates leftover or surplus food. This credit includes on-campus dining services operated by the institution or the institution’s primary dining services contractor.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the food donation program: Residential Dining implemented the FoodShare program in 2010. After each meal, dining administrators collect all food that is still safe to eat, but would not meet Purdue’s dining hall quality standards if reheated or reused. The food is packaged, frozen, and donated to the local county food bank.

Optional
☑ The website URL where information about the food donation is available: http://www.housing.purdue.edu/Dining/Sustainability.html
OPTIER TWO CREDIT 10: RECYCLED CONTENT NAPKINS

0.25 points anticipated of 0.25 points available

CRITERIA
Institution uses recycled content napkins in its dining service operations. This credit includes on-campus dining services operated by the institution or the institution’s primary dining services contractor.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes
☑ A brief description of the purchasing behavior: Purdue Housing and Food Services uses 100% non-bleached, recycled content napkins in all dining locations on campus.

Optional
☑ The website URL where information about the purchasing is available: N/A
OPTIER TWO CREDIT 11: REUSABLE CONTAINER DISCOUNTS

0.25 points anticipated of 0.25 points available

CRITERIA
Institution offers discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations. This credit includes on-campus dining services operated by the institution or the institution’s primary dining services contractor.

REPORTING FIELDS
Required
✓ An indication of whether the institution meets the criteria for this credit: Yes

✓ A brief description of the reusable mug program: Residential Dining began a reusable mug program in 2011. Every student living in a residence hall is given a reusable mug and bag. If students use their reusable mug in the “Grab and Go” locations, then they receive the beverage for free. All plastic bags from retail and “Grab and Go” locations have been virtually eliminated with students opting for the reusable bags.

The Purdue Memorial Union also has a reusable mug program. A 20 ounce mug can be purchased at various retail locations. The first drink is free, and every subsequent 20 ounce purchase of a drink costs only the 16 ounce price.

Optional
✓ Amount of the discount offered for using reusable mugs: N/A

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

✓ The website URL where information about the reusable mug and other discount programs is available: http://www.housing.purdue.edu/Dining/Sustainability.html
OPTIER TWO CREDIT 12: REUSABLE TO-GO CONTAINERS

Not achieved

CRITERIA
Institution provides reusable containers for to-go food; these containers are returned to dining operations for cleaning and reuse. This credit includes on-campus dining services operated by the institution or the institution’s primary dining services contractor.

REPORTING FIELDS
Required
- An indication of whether the institution meets the criteria for this credit: No
- A brief description of the reusable to-go container program: N/A

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

REASON FOR NOT ACHIEVING
Purdue does not provide reusable containers for to-go food. Therefore, Purdue’s current operations do not meet the requirements of this credit.
Operations

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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP Credit 7</td>
<td>Building Energy Consumption</td>
<td>8</td>
</tr>
<tr>
<td>OP Credit 8</td>
<td>Clean and Renewable Energy</td>
<td>7</td>
</tr>
<tr>
<td>OP Tier Two</td>
<td>Energy Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Timers for Temperature Control</td>
<td>0.25</td>
</tr>
<tr>
<td>14</td>
<td>Lighting Sensors</td>
<td>0.25</td>
</tr>
<tr>
<td>15</td>
<td>LED Lighting</td>
<td>0.25</td>
</tr>
<tr>
<td>16</td>
<td>Vending Machine Sensors</td>
<td>0.25</td>
</tr>
<tr>
<td>17</td>
<td>Energy Management System</td>
<td>0.25</td>
</tr>
<tr>
<td>18</td>
<td>Energy Metering</td>
<td>0.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16.5</strong></td>
</tr>
</tbody>
</table>
OP CREDIT 7: BUILDING ENERGY CONSUMPTION
0.40 points anticipated of 16 points available

CREDIT RATIONALE
This credit recognizes institutions that have reduced their energy usage per gross square foot of building space.

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).

REPORTING FIELDS
- Total building energy consumption, 2005 (MMBtu): 3,366,960 MMBtu
- Building space, 2005 (gross square feet): 15,832,335 GSF
- Total building energy consumption, performance year (MMBtu): 3,589,226 MMBtu
- Building space, performance year (gross square feet): 17,310,458 GSF
- List the start and end dates of the energy consumption performance year:
  Start Date: July 1, 2011
  End Date: June 30, 2012

SCORING
Institutions earn the maximum of 8 points available by reducing building energy consumption per gross square foot of building space by 50 percent. Partial points are awarded based on the reduction achieved.

STARS awards only positive points; points will not be deducted if building energy consumption per gross square foot of building space increased rather than decreased during the time period.

Points earned are calculated according to the formula below:

Points Earned = 16 × \[ \frac{\left( \frac{A}{B} - \frac{C}{D} \right)}{\frac{A}{B}} \]
A = Building energy consumption in the 2005 baseline year
B = Gross square foot of building space in the 2005 baseline year
C = Building energy consumption in the performance year (most recent year for which data are available)
D = Gross square foot of building space in the performance year (most recent year for which data are available)
Points Earned \( = 16 \times \left\{ \frac{(A/B) - (C/D)}{(A/B)} \right\} \)

\[= 16 \times \left\{ \frac{\left(\frac{3,336,960}{15,832,335}\right) - \left(\frac{3,589,226}{17,310,458}\right)}{\left(\frac{3,336,960}{15,832,335}\right)} \right\} \]

\[= 16 \times \left\{ \frac{0.2127 - 0.2073}{0.2127} \right\} \]

\[= 16 \times \{0.025\} \]

\[= 0.40 \text{ points} \]
OP Credit 8: Clean and Renewable Energy

0.87 points anticipated of 7 points available

Credit Rationale
This credit recognizes institutions that are using energy from clean and renewable sources.

Credit 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.

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

**Reporting Fields**

- **Option 1:** Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes: 0 MMBtu
- **Option 2:** Non-electric renewable energy generated: 0 MMBtu
- **Option 3:** Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes: 0 MMBtu
- **Option 4:** Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified: 0 MMBtu
- **Option 5:** Total electricity generated with cogeneration technology using non-renewable fuel sources: 1,789,516 MMBtu
- **Total energy consumed during the performance year:** 3,589,226 MMBtu
**SCORING**
Institutions earn the maximum of 7 points for this credit by obtaining all energy from clean and renewable sources. Incremental points are available for meeting some energy consumption from renewable sources, purchasing Renewable Energy Credits or green power from the electric utility, and/or generating electricity using cogeneration technologies. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Renewable Energy Option (see Criteria)</th>
<th>Point Value Per Option</th>
<th>Multiply</th>
<th>Energy Generated or Purchased that Meets Criteria (MMBtu)</th>
<th>Divide</th>
<th>Total Energy Consumption (MMBtu)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>7</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Option 2</td>
<td>7</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Option 3</td>
<td>7</td>
<td>x</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Option 4</td>
<td>1.75</td>
<td></td>
<td>0</td>
<td></td>
<td>3,589,226</td>
<td>=</td>
<td>0</td>
</tr>
<tr>
<td>Option 5</td>
<td>1.75</td>
<td></td>
<td>1,789,516</td>
<td></td>
<td></td>
<td></td>
<td>0.87</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>0.87</strong></td>
</tr>
</tbody>
</table>

**Note:** The values in the Multiply and Divide columns are not provided in the original text. The calculations are based on the assumption that the values are correctly entered.
**OP Tier Two Credit 13: Timers for Temperature Control**

0.25 points anticipated of 0.25 points available

**Criteria**
Institution uses timers to regulate temperatures based on occupancy hours in at least one building. Any automated system that regulates temperature based on occupancy hours in at least one building meets the criteria for this credit.

**Reporting Fields**

**Required**
- An indication of whether the institution meets the criteria for this credit: Yes

- A brief description of the technology used: Through the campus energy management system, occupancy schedules are established for various facilities based on the function of the space (i.e. classroom, office, lab...) and the heating, ventilation, and cooling (HVAC) systems serving those spaces are programmed to operate only during occupied periods. Additionally, the spaces are monitored during unoccupied periods to activate the HVAC systems if the space temperatures exceed acceptable conditions (i.e. space temperature rises above 85°F or drops below 60°F).

**Optional**
- The percentage of building space (square footage) with timers for temperature control: 15%

- The website URL where information about the practice is available: N/A
OP Tier Two Credit 14: Lighting Sensors

0.25 points anticipated of 0.25 points available

Criteria
Institution uses motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building.

Reporting Fields
Required
✓ An indication of whether the institution meets the criteria for this credit: Yes

✓ A brief description of the technology used: Occupancy sensors have been installed throughout various buildings on campus (approximately 45 buildings). Occupancy sensors are used in classrooms and offices and are especially effective in areas of short term and inconsistent use such as bathrooms, closets, hallways, and break rooms.

Optional
✓ The percentage of building space with lighting sensors: A minimum of 20% in every building

✓ The website URL where information about the institution’s use of the technology is available: http://www.purdue.edu/buildings_grounds/sustainability.htm
OP Tier Two Credit 15: LED Lighting
0.25 points anticipated of 0.25 points available

Criteria
Institution uses 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).

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the technology used: Purdue University uses various types of LED fixtures on campus with applications ranging from office lighting to parking lot lighting to task lighting in labs, and even plant study at the Horticulture greenhouse. One of the most popular LED fixtures on campus is the Cree CR24 2’ x 4’ Recessed Troffer.

Optional
☑ The percentage of building space with LED lighting: The percentage ranges from a minimum of 1% in most buildings to maximum of 20% in at least one building. Average percentage approximately 5%

☑ The percentage of parking deck space with LED lighting: 1%

☑ The percentage of outdoor space that uses LED lighting: 2%

☑ The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features): 75%

The website URL where information about the institution’s use of the technology is available:
http://hortamericas.blogspot.com/2012/06/purdue-university-investigating-effects.html#!/2012/06/purdue-university-investigating-effects.html
Tier Two Credit 16: Vending Machine Sensors

0.25 points anticipated of 0.25 points available

Criteria
Institution has installed vending machine motion sensors for at least one vending machine.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the technology used: Technology used includes motion sensors that completely shut down the cooling compressor if no motion is sensed after 1 hour. Unit will not restart the compressor until motion is sensed. Additional savings include snack machines with LED lighting vs. fluorescent, and Coca-Cola vending machines that are programmed to shut off their lights. Decals have been placed on the machines indicating “My Beverages Are Still Cold” to make customers aware of the change.

Optional
☑ The percentage of vending machines with sensors: 20%

☑ The website URL where information about the institution’s use of the technology is available: N/A
OP Tier Two Credit 17: Energy Management System  
0.25 / 0.25

0.25 points anticipated of 0.25 points available

Criteria
Institution uses a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location.

Reporting Fields

Required
- **An indication of whether the institution meets the criteria for this credit:** Yes
- **A brief description of the management system:** The West Lafayette campus utilizes two building automation system (BAS) vendors to control heating, ventilation, and cooling (HVAC) systems on campus. Both of these systems are monitored and controlled by our BAS console operators in the Building Systems Department. Additionally, these systems can be accessed locally in the field and remotely off campus.

Optional
- **The percentage of building space monitored with a centralized energy management system:** 90%
- **A description of what systems are shut-down during unoccupied periods:** Exhaust systems in food courts are shut down when not in use. Most buildings are rarely unoccupied.
- **The website URL where information about the institution’s use of the technology is available:** N/A
OP Tier Two Credit 18: Energy Metering

0.25 / 0.25

0.25 points anticipated of 0.25 points available

Criteria

Institution meters all energy consumption (including electricity, natural gas, purchased steam) for at least one building.

Reporting Fields

Required

☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the metering system: As of July 2012, there are 10 University buildings which are fully metered. Metering at each building includes domestic water, chilled water, steam condensate and electricity. Natural gas for the University is purchased from the local utility company.

The metering program has placed an emphasis on emulating utility-like function. Data acquisition is now done through a centralized panel in each building. Instep enterprise energy management software has been purchased and implemented to provide a centralized storage of data, historical analysis, financial billing, trending, and dashboard functions. These dashboard functions have the capability of providing information to a variety of end users (e.g. engineers, researchers, students). Instep is integrated with the panels in each building to obtain the meter data and dashboards. Development is under way to provide this data to the aforementioned variety of end users and to be made available publicly on the University website.

The University is currently engaged in a campus wide metering program to individually meter an additional 47 buildings. Commencement of this phase began in first quarter of 2011 with a completion expected in the first quarter of 2013. Beyond the 2013 phase, an additional 37 buildings have been identified for metering to be conducted through 2015. This would bring the total campus buildings with individual metering to 94 buildings by the end of 2015.

Optional

☑ The percentage of building space monitored with energy metering: Not reported

☑ The website URL where information about the metering system is available: N/A
**Operations**

**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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP Credit 9</td>
<td>Integrated Pest Management</td>
<td>2</td>
</tr>
<tr>
<td>OP Tier Two</td>
<td>Grounds Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Native Plants</td>
<td>0.25</td>
</tr>
<tr>
<td>20</td>
<td>Wildlife Habitat</td>
<td>0.25</td>
</tr>
<tr>
<td>21</td>
<td>Tree Campus USA</td>
<td>0.25</td>
</tr>
<tr>
<td>22</td>
<td>Snow and Ice Removal</td>
<td>0.25</td>
</tr>
<tr>
<td>23</td>
<td>Landscape Waste Composting</td>
<td>0.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3.25</strong></td>
</tr>
</tbody>
</table>
OP CREDIT 9: INTEGRATED PEST MANAGEMENT

2 points anticipated of 2 points available

CREDIT RATIONALE
This credit recognizes institutions that work to improve the sustainability of campus grounds through Integrated Pest Management (IPM). This approach promotes the health of human and non-pest wildlife while enabling institutions to maintain an attractive campus environment and minimize costs.

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

REPORTING FIELDS
Required
✓ The size of the campus grounds (acres): 2,602 acres
✓ The size of campus grounds that are maintained in accordance with a four-tiered IPM plan (acres): 2,602 acres
✓ A brief description of the IPM plan(s): Purdue provides integrated pest management with in-house staff. Outdoors, Supervisors inspect turf and shrubs on a regular basis to assess the health of plants and are watchful for pest presence / damage. Indoors, Building Managers report pest problems through the building work order system. Non-chemical strategies and approaches are implemented prior to resorting to chemical use. Pesticides will be applied only as needed, mainly as a curative treatment, using low impact products when applicable. If a chemical application is required, spot spraying is utilized instead of general full coverage approach, and the least hazardous pesticide should be selected. Staff who apply regulated pesticides maintain their Indiana 3A and/or 3B certifications. Application equipment is regularly calibrated and he label’s directions are always followed when applying any product. Records are kept of all chemical applications.

Optional
✓ The website URL where information about the IPM plan(s) is available: N/A
**SCORING**
Institutions earn the maximum of 2 points for this credit if all campus grounds are covered by a four-tiered integrated pest management plan. Incremental points are available based on the percentage of campus grounds that are maintained in accordance with such a plan. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Area of Campus Grounds Covered by an IPM Plan (acres)</th>
<th>Divide</th>
<th>Total Area of Campus Grounds (acres)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>x</td>
<td>2,602</td>
<td>÷</td>
<td>2,602</td>
<td>=</td>
<td>2.00</td>
</tr>
</tbody>
</table>
OPTIER TWO CREDIT 19: NATIVE PLANTS

0.25 points anticipated of 0.25 points available

CRITERIA
Institution prioritizes use of native plant species in landscaping.

REPORTING FIELDS
Required
☐ An indication of whether the institution meets the criteria for this credit: Yes

☐ A brief description of the native plant program, policy, or practice: In early 2012 Purdue partnered with the Indiana Wildlife Federation in developing a Sustainable Landscape plan. This plan included several goals regarding Native Plant Species selection. Purdue staff members are always looking for opportunities to use native plants whenever and wherever they are appropriate and serviceable. For example, recently we have planted the areas around Pfendler Hall, Forest Products Research and Ag Administration with native plants as a destination garden for the arboretum and so faculty in these buildings can use them as teaching aids for students.

Optional
☐ The website URL where information about the program, policy, or practice is available:
http://www.purdue.edu/buildings_grounds/resources/IWF_LSC_PURDUE_April%202012_FINAL.pdf
OP TIER TWO CREDIT 20: WILDLIFE HABITAT
0.25 points anticipated of 0.25 points available

CRITERIA
Institution has programs in place to protect and/or create wildlife habitat on institution-owned land.

REPORTING FIELDS
Required
 An indication of whether the institution meets the criteria for this credit: Yes
 A brief description of the wildlife habitat program, policy, or practice: Purdue University recently drafted a Sustainable Landscape Plan in partnership with the Indiana Wildlife Federation. This plan indirectly establishes wildlife habitat across campus via increased use of native vegetation in lieu of traditional turf grasses, while aggressively mitigating invasive species using reduction and removal protocols. Additionally, the Purdue Wildlife Society actively establishes and maintains a variety of bird and wildlife boxes year-to-year on university and city-maintained reserves. Purdue is proud to maintain long-term, natural preserves on institution-owned land: the Ross Reserve, Peterson Prairie Plot, Horticulture Park, Martell Forest, and the Purdue Wildlife Area.

On the bank of the Wabash River, the Ross Reserve (est. 1949) preserves a biologically diverse forest ecosystem that harbors nearly 400 species of vascular plants and more than 100 species of vertebrate animals. Rapid regeneration of the clearings and slow maturation of the forest have produced a haven for wildlife that is rare in the Midwestern landscape.

The Peterson Prairie Plots (est. 2003) are symbolically placed where the Grand Prairie from the west met the Great Hardwood Forest from the east. Lands were converted from a farm purchased for agronomic research into a Big Bluestem dominant tall grass prairie. Many species of wild flowers were reseeded, as well as small, transitional Bur Oak trees.

Horticulture Park and adjacent Stewart Woods comprise approximately 35 acres of landscaped and wooded land within easy walking distance of campus. The site is managed for personal reflection and habitat protection: large group activities are discouraged, and high-impact activities are prohibited. Martell Forest contains 370 acres of Central Till Plain Forest used for research and teaching. Martell Forest is home to the Van Camp Arboretum, a collection of 100 trees native to Indiana.

The Purdue Wildlife Area is comprised of 159 acres; 8 acres are forested. The site contains the only large wetland in the Indian Pine Natural Resource Field Station. Through its land grant extension programming, Purdue also educates and encourages agricultural and residential land owners to establish and manage habitat for wildlife.
Tier Two Credit 21: Tree Campus USA

0.25 points anticipated of 0.25 points available

Criteria
Institution is recognized by the Arbor Day Foundation’s Tree Campus USA program.

Reporting Fields
Required

☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the institution’s Tree Campus USA program: The Purdue campus was formally established as “The Purdue Arboretum” and was also designated a “Tree Campus USA” by the National Arbor Day Foundation in 2009 and has remained in this status for the past four years. Over 8,000 different species of trees are currently maintained on campus, with an additional 150 new and replacement trees planted annually. The Tree Protection and Trimming Policy govern procedures to protect existing trees and replace those damaged by construction. Efforts are currently underway to identify and eradicate invasive plants on campus.

Optional

☑ The website URL where information about the program, policy, or practice is available: http://www.purdue.edu/sustainability/articles/article_03-12-10.html
OPT Tier Two Credit 22: Snow and Ice Removal  
0.25 / 0.25  
0.25 points anticipated of 0.25 points available

CRITERIA
Institution has implemented technologies or strategies to reduce the environmental impacts of snow and ice removal.

REPORTING FIELDS
Required
☑️ An indication of whether the institution meets the criteria for this credit: Yes

☑️ A brief description of the snow and ice removal program, policy, or practice:
The Purdue Buildings & Grounds Department is responsible for snow and ice removal on over 20 miles of streets, 80 miles of sidewalks, 10,000 parking spots, and hundreds of curbs, ramps, and steps leading to buildings.

Staging and preparedness are two critical factors early in the snow and ice removal process. The Buildings & Grounds Department constantly monitors the weather conditions utilizing local media, government websites, and close communication with the Purdue Airport. The preparedness phase integrates communication and announcement of snow fleet mobilization with the Purdue Police Department, Purdue Fire Department, and the Purdue Airport.

Once the 2”-3” snow accumulation threshold is anticipated or has been met, the snow fleet mobilizes. Rather than using harsh or corroding chemicals, the product used as a deicing agent is a brine and beet juice solution. In 2011, Buildings & Grounds Department was awarded with the “Effective and Innovative Practices Award” from the Association of Physical Plant Administrators (APPA) for the design and application of a brine and beet juice deicing solution.

When class is not in session, a discretionary reduction in snow removal areas is implemented while maintaining critical areas for the 15,000 employees remaining on campus after the 40,000 students have gone home for Winter Break.

Optional
☑️ The website URL where information about the program, policy, or practice is available: http://www.purdue.edu/buildings_grounds/student_faqs.htm#snow
OPTier Two Credit 23: Landscape Waste Composting

0.25 points anticipated of 0.25 points available

Criteria
Institution composts or mulches waste from grounds keeping, including grass trimmings.

Reporting Fields
Required
- An indication of whether the institution meets the criteria for this credit: Yes
- A brief description of the composting or mulching program: Purdue University has adopted a composting and mulch system as part of the University’s Sustainable Landscape Plan. Purdue utilizes mulching mowers to return grass clippings and leaves back to turfgrass areas. Likewise, brush and leaves are collected for composting. The Purdue Grounds Department manages two State-certified composting locations on campus. Additionally, Purdue has agreements with the cities of Lafayette and West Lafayette to receive leaves and brush from the municipalities. Compost processed by Purdue Grounds is used to amend topsoil, used on capital and in-house construction projects, for landscape maintenance, and in the greenhouses.

Purdue leases a portion of the campus designated composting land to a private company (Soilmaker) which partners with Purdue to recycle brush and organic materials as soil amendments. Compost processed by Soilmaker is refined into several blends of amendments for commercial customers.

Optional
- The percentage of landscape waste that is mulched or composted onsite: 100%
- The percentage of landscape waste that is mulched or composted off-site: 0%
- The website URL where information about the program, policy, or practice is available: http://www.purdue.edu/buildings_grounds/resources/IWF_LSC_PURDUE_April%202012_FINAL.pdf
OPERATIONS
PURCHASING
This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, institutions 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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP Credit 10</td>
<td>Computer Purchasing</td>
<td>2</td>
</tr>
<tr>
<td>OP Credit 11</td>
<td>Cleaning Product Purchasing</td>
<td>2</td>
</tr>
<tr>
<td>OP Credit 12</td>
<td>Office Paper Purchasing</td>
<td>2</td>
</tr>
<tr>
<td>OP Credit 13</td>
<td>Vendor Code of Conduct</td>
<td>1</td>
</tr>
<tr>
<td>OP Tier Two</td>
<td>Purchasing Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Historically Underutilized Businesses</td>
<td>0.25</td>
</tr>
<tr>
<td>25</td>
<td>Local Businesses</td>
<td>0.25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>7.5</strong></td>
</tr>
</tbody>
</table>
OP CREDIT 10: COMPUTER PURCHASING
1.5 points anticipated of 2 points available

CREDIT RATIONALE
This credit recognizes institutions that are working to build a market for environmentally preferable computers.

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.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for Part 1 of this credit: No
☑ An indication of whether the institution meets the criteria for Part 2 of this credit: Yes

Conditional
Required if the institution claims points for Part 1:
☑ The website URL where the EPEAT policy, directive, or guidelines are posted: Not claiming points
☑ A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed: N/A

Required if the institution claims points for Part 2:
☑ Expenditures on EPEAT Gold desktop and laptop computers and monitors (US/Canadian dollars): $5,291,548.78
☑ Expenditures on EPEAT Silver desktop and laptop computers and monitors (US/Canadian dollars): 0%
Total expenditures on desktop and laptop computers and monitors (US/Canadian dollars): $5,291,548.78

**SCORING**

Each part of the credit is scored separately. Institutions may earn points based on the percentage of expenditures that are EPEAT Silver or Gold (Part 2) regardless of whether they earn points for having an institution-wide stated preference for purchasing such products (Part 1).

**Part 1**

0.5 points are awarded for having an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors. **(0 points anticipated)**

**Part 2**

Institutions earn the maximum of 1.5 points available for this part of the credit for purchasing exclusively EPEAT Gold computers and monitors. Incremental points are available based on the percentage of purchased products that are EPEAT Silver or Gold. Points earned for this part of the credit are calculated according to the following table:

<table>
<thead>
<tr>
<th>EPEAT Registration Level</th>
<th>Point Value Per Level</th>
<th>Multiply</th>
<th>Expenditures on EPEAT Computers ($)</th>
<th>Divide</th>
<th>Total Expenditures on Computers ($)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver</td>
<td>1.0</td>
<td>x</td>
<td>0.00</td>
<td>÷</td>
<td>5,291,548.78</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Gold</td>
<td>1.5</td>
<td></td>
<td>5,291,548.78</td>
<td></td>
<td></td>
<td>=</td>
<td>1.50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>1.50</strong></td>
</tr>
</tbody>
</table>
OP Credit 11: Cleaning Products Purchasing

0.59 points anticipated of 2 points available

Credit Rationale
This credit recognizes institutions that purchase green cleaning products. By switching to non-toxic cleaning products, institutions reduce exposure impacts for all building occupants and the environment, thereby promoting clean and healthy work, living, and learning spaces.

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.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for Part 1 of this credit: No
☑ An indication of whether the institution meets the criteria for Part 2 of this credit: Yes

Conditional
Required if the institution claims points for Part 1:
☑ The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted: N/A
☑ A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed: There is a Campus Housekeeping committee where representatives of several departments (self-supporting and campus) [Building Services (academic buildings), University Residences (dining and residence halls), Division of Rec Sports (Co-Rec), Athletics, Purdue Memorial Union] meet monthly to evaluate new green cleaning products. They develop a list of approved green cleaning chemicals as replacements for less sustainable cleaning chemicals, and help ensure compliance.
Required if the institution claims points for Part 2:

- **Expenditures on Green Seal and/or EcoLogo certified cleaning products (US/Canadian dollars):** $165,995.35

- **Total expenditures on cleaning products (US/Canadian dollars):** $421,150.35

**Scoring**

Each part of the credit is scored separately. Institutions may earn points based on the percentage of expenditures on cleaning products that are Green Seal or EcoLogo certified (Part 2), regardless of whether they earn points for having an institution-wide stated preference for purchasing such products (Part 1).

**Part 1**

0.5 points are awarded for having an institution-wide stated preference to purchase Green Seal and/or EcoLogo certified cleaning products. *(0 points anticipated)*

**Part 2**

Up to 1.5 points are awarded for purchasing Green Seal or EcoLogo certified green cleaning products. Institutions earn the maximum of 1.5 points available for this part of the credit by purchasing exclusively Green Seal and/or EcoLogo certified cleaning products. Incremental points are available based on the percentage of purchased products that are certified. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Expenditures on Certified Green Cleaning Products ($)</th>
<th>Divide</th>
<th>Total Expenditures on Cleaning Products ($)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>x</td>
<td>165,995.35</td>
<td>÷</td>
<td>421,150.35</td>
<td>≈</td>
<td>0.59</td>
</tr>
</tbody>
</table>
OP CREDIT 12: OFFICE PAPER PURCHASING 0.09 / 2
0.09 points anticipated of 2 points available

CREDIT RATIONALE
This credit recognizes institutions that purchase recycled-content office paper. By supporting markets for environmentally preferable paper, institutions contribute to significant conservation of water, energy, and virgin forest.

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.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for Part 1 of this credit: No
☑ An indication of whether the institution meets the criteria for Part 2 of this credit: Yes

Conditional
Required if the institution claims points for Part 1:
☑ The URL where the recycled paper policy, directive, or guidelines are posted: N/A
☑ A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed: N/A

Required if the institution claims points for Part 2:
☑ Total expenditures on office paper (US/Canadian dollars): $482,929.43
☑ Expenditures on 10-29 percent recycled-content office paper (US/Canadian dollars): $1,580.64
☑ Expenditures on 30-49 percent recycled-content office paper (US/Canadian dollars): $60,945.22
☑ Expenditures on 50-69 percent recycled-content office paper (US/Canadian dollars): $3,877.02
☑ **Expenditures on 70-89 percent recycled-content office paper (US/Canadian dollars):** $0

☑ **Expenditures on 90-100 percent recycled-content office paper (US/Canadian dollars):** $1,907.87

**SCORING**

Each part of the credit is scored separately. Institutions may earn points based on the percentage of office paper expenditures that are made with recycled content (Part 2), regardless of whether they earn points for having an institution-wide stated preference for purchasing such products (Part 1).

**Part 1**

0.5 points are awarded for having an institution-wide stated preference to purchase recycled content office paper.

**Part 2**

Up to 1.5 points are awarded for purchasing recycled-content office paper. Institutions earn the maximum of 1.5 points available for this part of the credit by purchasing exclusively 100 percent, postconsumer, recycled content office paper. Incremental points are available based on the percentage of recycled content paper purchased. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Percentage of Recycled Content</th>
<th>Point Value Per Level</th>
<th>Multiply</th>
<th>Expenditures on Specified Level of Recycled Content Office Paper ($)</th>
<th>Divide</th>
<th>Total Expenditures on Office Paper ($)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 29</td>
<td>0.3</td>
<td></td>
<td>1,580.64</td>
<td></td>
<td></td>
<td></td>
<td>0.001</td>
</tr>
<tr>
<td>30 - 49</td>
<td>0.6</td>
<td></td>
<td>60,945.22</td>
<td></td>
<td></td>
<td></td>
<td>0.076</td>
</tr>
<tr>
<td>50 - 69</td>
<td>0.9</td>
<td>x</td>
<td>3,877.02</td>
<td>÷</td>
<td>482,929.43</td>
<td></td>
<td>0.007</td>
</tr>
<tr>
<td>70 - 89</td>
<td>1.2</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>90 - 100</td>
<td>1.5</td>
<td></td>
<td>1,907.87</td>
<td></td>
<td></td>
<td></td>
<td>0.006</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>0.09</strong></td>
</tr>
</tbody>
</table>
OP Credit 13: Vendor Code of Conduct
Not achieved

Credit Rationale
This credit recognizes institutions that have taken proactive steps to ensure that their vendors meet minimum standards of environmental and social responsibility.

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.

Reporting Fields
- An indication of whether the institution meets the criteria for this credit: No
- The website URL where the vendor code of conduct or equivalent policy is posted OR a copy of the vendor code of conduct or equivalent policy: N/A
- 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: N/A

Scoring
Institutions earn 1 point for meeting the criteria outlined above. Partial points are not available for this credit. (0 points anticipated)

Reason for Not Achieving
Purdue does not currently have a vendor code of conduct for minimum standards of environmental and social responsibility. Therefore, Purdue’s current operations do not meet the requirements of this credit.
**OPT Tier Two Credit 24:**

**Historically Underutilized Businesses**

0.25 points anticipated of 0.25 points available

**Criteria**

Institution seeks to support historically underutilized businesses, minority-owned businesses, and women-owned businesses. This could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

**Reporting Fields**

**Required**

- An indication of whether the institution meets the criteria for this credit: Yes
- A brief description of how the institution meets the criteria: In 2005, Purdue University took steps to enhance their supplier diversity activities and recruited a well-known small diverse business advocate to lead their efforts to increase the contracts awarded to Indiana women and minority businesses. Since then Purdue University has become recognized as one of the premier supplier diversity programs in higher education in America.

  The focus of the program has been outreach. The small staff of three people work tirelessly to introduce the diverse business community to decision makers at the West Lafayette campus, in addition to staff from each of the three regional campuses: Purdue Calumet, Purdue North Central at Westfield, and Purdue University-Indiana University at Fort Wayne. The cornerstone of the outreach efforts of the Purdue Supplier Diversity staff is the Relationship to Partnership (R2P) Sessions that take place each November. R2P is structured to introduce the attending diverse businesses to decision makers from the Supplier Diversity Coalition of Greater Lafayette. The Coalition members are the larger employers of Tippecanoe County, each committed to expanding opportunities to women and minority firms.

  Additionally Purdue University participated in the Disparity Study that was commissioned by the State of Indiana. Purdue’s response to the findings in the study has produced a new stronger initiative entitled ACCESS, (Advocating Consistent Contracting to Engage Small Business Success). This program is designed to give even more muscle to an already dynamic commitment to the success of Indiana women and minority businesses.

**Optional**

- The website URL where information about the program, policy, or practice is available: [http://www.purdue.edu/supplierdiversity/](http://www.purdue.edu/supplierdiversity/)
OP Tier Two Credit 25: Local Businesses

Not achieved

Criteria
Institution gives preference to local products and businesses in its purchasing decisions. Local food purchases, which are covered by OP Credit 6: Food Purchasing, are not included in this credit.

Reporting Fields
Required

☐ An indication of whether the institution meets the criteria for this credit: No

☐ A brief description of the program: N/A

Optional

☐ The website URL where information about the program, policy, or practice is available: N/A

Reason for Not Achieving
Purdue does not have a local business policy. Therefore, Purdue’s current operations do not meet the requirements of this credit.


**OPERATIONS**

**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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP Credit 14</td>
<td>Campus Fleet</td>
<td>2</td>
</tr>
<tr>
<td>OP Credit 15</td>
<td>Student Commute Modal Split</td>
<td>4</td>
</tr>
<tr>
<td>OP Credit 16</td>
<td>Employee Commute Modal Split</td>
<td>3</td>
</tr>
<tr>
<td>OP Tier Two</td>
<td>Transportation Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Bicycle Sharing</td>
<td>0.25</td>
</tr>
<tr>
<td>27</td>
<td>Facilities for Bicyclists</td>
<td>0.25</td>
</tr>
<tr>
<td>28</td>
<td>Bicycle and Pedestrian Plan</td>
<td>0.25</td>
</tr>
<tr>
<td>29</td>
<td>Mass Transit Programs</td>
<td>0.25</td>
</tr>
<tr>
<td>30</td>
<td>Condensed Work Week</td>
<td>0.25</td>
</tr>
<tr>
<td>31</td>
<td>Telecommuting</td>
<td>0.25</td>
</tr>
<tr>
<td>32</td>
<td>Carpool/Vanpool Matching</td>
<td>0.25</td>
</tr>
<tr>
<td>33</td>
<td>Cash-out Parking</td>
<td>0.25</td>
</tr>
<tr>
<td>34</td>
<td>Carpool Discount</td>
<td>0.25</td>
</tr>
<tr>
<td>35</td>
<td>Local Housing</td>
<td>0.25</td>
</tr>
<tr>
<td>36</td>
<td>Prohibiting Idling</td>
<td>0.25</td>
</tr>
<tr>
<td>37</td>
<td>Car Sharing</td>
<td>0.25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
OP Credit 14: Campus Fleet
1.78 points anticipated of 2 points available

CREDIT RATIONALE
This credit recognizes institutions that use cleaner fuels and fuel efficient vehicles. Institutions can help shape markets by creating demand for and enhancing the visibility of more efficient vehicles and cleaner fuels that reduce greenhouse gas emissions and improve local air quality.

CRITERIA
Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:
- Gasoline-electric hybrid
- Diesel-electric hybrid
- Plug-in hybrid
- 100 percent electric
- Fueled with Compressed Natural Gas (CNG)
- Hydrogen fueled
- Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
- 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.

REPORTING FIELDS
- Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet: 8
- 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
- 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: 152
- Total number of vehicles in the institution’s fleet, including all of the above: 180
SCORING
Institutions earn the maximum of 2 points for this credit when all vehicles in their fleets are alternatively fueled and/or powered. Incremental points are available for using alternative fuels in some vehicles and/or having some alternatively powered vehicles. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Vehicles that Meet a Criterion for Power or Fuel Type (#)</th>
<th>Divide</th>
<th>Total Number of Vehicles in Fleet (#)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>x</td>
<td>160</td>
<td>+</td>
<td>180</td>
<td></td>
<td>1.78</td>
</tr>
</tbody>
</table>
OP CREDIT 15: STUDENT COMMUTE MODAL SPLIT

Not achieved

CREDIT RATIONALE
This credit recognizes institutions where students use preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system. Using alternative modes of transportation helps reduce local air pollution and GHG emissions. Walking and biking offer health benefits as well.

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.

REPORTING FIELDS
Required
- The total percentage of students that use more sustainable commuting options: N/A
- The percentage of institution's students that commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation: N/A

Optional
- The percentage of institution's students that walk, bicycle, or use other non-motorized means as their primary method of transportation: N/A
- The percentage of institution's students that vanpool or carpool as their primary method of transportation: N/A
- The percentage of institution's students that take a campus shuttle or public transportation as their primary method of transportation: N/A
- The percentage of institution's students that use a motorcycle, scooter or moped as their primary method of transportation: N/A
- The website URL where information about alternative transportation is available: N/A
**SCORING**

Institutions earn the maximum 4 points for this credit by having all students use alternative modes of transportation for getting to and from campus. Incremental points are available based on the percentage of students that use alternative modes. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Total Percentage of Students Using More Sustainable Commuting Options (%)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.04</td>
<td>x</td>
<td>N/A</td>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>

**REASON FOR NOT ACHIEVING**

Purdue has not tracked data regarding the student commuting modal split to date and does not currently have a methodology in place to track this data. Therefore, Purdue’s current operations do not meet the requirements of this credit.
OP CREDIT 16: EMPLOYEE COMMUTE MODAL SPLIT
Not achieved

CREDIT RATIONALE
This credit recognizes institutions where employees use preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system. Using alternative modes of transportation reduces local air pollution and GHG emissions. Walking and biking offer health benefits as well.

CRITERIA
Institution’s employees (faculty, staff, and administrators) get 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.

REPORTING FIELDS
Required
☐ The total percentage of employees that use more sustainable commuting options: N/A

☐ The percentage of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation: N/A

Optional
☐ The percentage of institution’s employees that walk, bicycle, or use other non-motorized means as their primary method of transportation: N/A

☐ The percentage of institution’s employees that vanpool or carpool as their primary method of transportation: N/A

☐ The percentage of institution’s employees that take a campus shuttle or public transportation as their primary method of transportation: N/A

☐ The percentage of institution’s employees that use a motorcycle, scooter or moped as their primary method of transportation: N/A

☐ The website URL where information about alternative transportation is available: N/A
**SCORING**
Institutions earn the maximum of 3 points for this credit by having all employees use alternative modes of transportation for getting to and from campus. Incremental points are available based on the percentage of employees that use alternative modes. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Total Percentage of Employees Using More Sustainable Commuting Options (%)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.03</td>
<td>x</td>
<td>N/A</td>
<td>Ⅰ</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**REASON FOR NOT ACHIEVING**
Purdue has not tracked data regarding the employee commuting modal split to date and does not currently have a methodology in place to track this data. Therefore, Purdue’s current operations do not meet the requirements of this credit.
OPTIER TWO CREDIT 26: BICYCLE SHARING

Not achieved

C R ITERIA
Institution has a bicycle-sharing program or participates in a local bicycle-sharing program.

R EPORTING FIELDS
Required
☐ An indication of whether the institution meets the criteria for this credit: 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.): N/A

Optional
☐ The website URL where information about the program, policy, or practice is available: N/A

R EASON FOR NOT ACHIEVING
Purdue does not have a bicycle sharing program. Therefore, Purdue’s current operations do not meet the requirements of this credit.


OPT Tier Two Credit 27: Facilities for Bicyclists

0.25 / 0.25
0.25 points anticipated of 0.25 points available

Criteria
Institution has indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building. Storing bicycles in office space does not count for this credit.

Reporting Fields
Required

✓ An indication of whether the institution meets the criteria for this credit: Yes

✓ A brief description of the facilities: The Roger B. Gatewood Addition facilitates bicycling as a commuting option by providing two shower facilities, as well as lockers and changing areas. This building meets the requirements of LEED Sustainable Sites Credit 4.2: Bicycle Storage and Changing Rooms. Thirty-four secure bicycle racks are located within 12 yards of the building entrance, and there are many other secure bicycle storage areas slightly farther from the building.

A semiannual audit of campus bicycle racks has been conducted since 1998 to determine bicycle rack capacity vs. use. The latest audit showed 61% of overall capacity was available for use.

Optional

✓ The website URL where information about the program, policy, or practice is available: N/A
OPTIER TWO CREDIT 28: BICYCLE AND PEDESTRIAN PLAN
Not achieved

CRITERIA
Institution has developed a plan(s) to make the campus more bicycle and pedestrian friendly.
The plan(s) may be a part of the institution’s master plan.

REPORTING FIELDS
Required
☐ An indication of whether the institution meets the criteria for this credit: No
☐ A brief description of the plan: N/A

Optional
☐ The website URL where information about the plan is available: N/A

REASON FOR NOT ACHIEVING
Purdue does not have a bicycle and pedestrian plan. Therefore, Purdue’s current operations do not meet the requirements of this credit.
**OPT Tier Two Credit 29: Mass Transit Programs**

0.25 points anticipated of 0.25 points available

**Criteria**

Institution offers free or reduced price transit passes and/or operates a free campus shuttle. The Transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.

The institution must be the entity making the passes available to its community members.

**Reporting Fields**

**Required**

- **An indication of whether the institution meets the criteria for this credit:** Yes

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

  CityBus offers free rides for Purdue students, faculty, staff and retirees with a valid Purdue Photo ID. Free rides are available on all Campus Loop and Regular Route buses operated by CityBus throughout Lafayette and West Lafayette. This program is funded by an agreement between Purdue University and CityBus. In 2011, there were 3,497,400 free rides by Purdue students, staff, and faculty. This made up 67% of total ridership.

**Optional**

- **The website URL where information about the program, policy, or practice is available:** http://www.purdue.edu/pat/sidenav/campus_travel/citybus.html
OPT Tier Two Credit 30: Condensed Work Week

0.25 / 0.25

0.25 points anticipated of 0.25 points available

Criteria
Institution offers 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.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the program: Purdue University recognizes that flexible work arrangements can promote better work/life balance for its employees. Existing Purdue policy, Memorandum No. 178, addresses flexible work schedules for biweekly-paid staff and operations/technical assistants as subject to the Fair Labor Standard Act (VPBS 178). These Flexible Work Guidelines, in addition to policy, are being offered to assist exempt and non-exempt employees and their supervisor in making flexible work decisions. The most common practice of a condensed work week would be the “4/40 schedule,” where the employee would work four 10-hour days with one day off each week.

Optional
☑ The website URL where information about the program is available: http://www.purdue.edu/hr/pdf/FlexibleWorkGuidelines.pdf
**Tier Two Credit 31: Telecommuting**

0.25 points anticipated of 0.25 points available

**Criteria**
Institution offers a telecommuting program for employees.

**Reporting Fields**
Required
- An indication of whether the institution meets the criteria for this credit: Yes
- A brief description of the program: Purdue University recognizes that flexible work arrangements can promote better work/life balance for its employees. Existing Purdue policy, Memorandum No. 178, addresses flexible work schedules for biweekly-paid staff and operations/technical assistants as subject to the Fair Labor Standard Act (VPBS 178). These Flexible Work Guidelines, in addition to policy, are being offered to assist exempt and non-exempt employees and their supervisor in making flexible work decisions.

Optional
- The website URL where information about the program is available: http://www.purdue.edu/hr/pdf/FlexibleWorkGuidelines.pdf
OP Tier Two Credit 32: Carpool/Vanpool Matching

0.25 points anticipated of 0.25 points available

Criteria
Institution participates in a carpool/vanpool matching program.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the program: Purdue provides carpool matching services through the BoilerRide website. BoilerRide links users to the web-based GreenRide® ride-match application to help identify other faculty, staff, or students interested in starting or joining a carpool. Users must be Purdue students, faculty, or staff. Use and safety tips are provided on the BoilerRide website in addition to statistics showing the possible savings and environmental benefits of carpooling.

Optional
☑ The website URL where information about the program is available: http://www.purdue.edu/pat/sidenav/boilerride/boilerride.htm
OPTIER TWO CREDIT 33: CASH-OUT OF PARKING

Not achieved

CRITERIA
Institution allows commuters to cash out of parking spaces (i.e. it provides financial compensation to employees who do not drive to work).

REPORTING FIELDS
Required
☐ An indication of whether the institution meets the criteria for this credit: No

☐ A brief description of the program: N/A

Optional
☐ The website URL where information about the program is available: N/A

REASON FOR NOT ACHIEVING
Purdue does not have a program for commuters to cash out of parking spaces / permits. Therefore, Purdue’s current operations do not meet the requirements of this credit.
OP Tier Two Credit 34: Carpool Discount
Not achieved

Criteria
Institution offers reduced parking fees for car and van poolers.

Reporting Fields
Required
☐ An indication of whether the institution meets the criteria for this credit: No
☐ A brief description of the program: N/A

Optional
☐ The website URL where information about the program is available: N/A

Reason for Not Achieving
Purdue does not offer discounted parking fees for car and van poolers. Therefore, Purdue’s current operations do not meet the requirements of this credit.
**OPTIER TWO CREDIT 35: LOCAL HOUSING**

0.25 points anticipated of 0.25 points available

**Criteria**
Institution has incentives or programs to encourage employees to live close to campus.

**Reporting Fields**

- **Required**
  - An indication of whether the institution meets the criteria for this credit: Yes
  
  - **A brief description of the incentives or programs:** Purdue provides unlimited fare-free transit to both West Lafayette and Lafayette for Purdue students, faculty and staff with a valid Purdue ID. This service spans all campus loop routes as well as nine regular routes throughout the community.

- **Optional**
  
  - The website URL where information about the incentives or programs is available: [https://www.purdue.edu/police/programs/types/bus.htm](https://www.purdue.edu/police/programs/types/bus.htm)
OPTIER TWO CREDIT 36: PROHIBITING IDLING

Not achieved

CriteriA
Institution has adopted a policy prohibiting idling.

Reporting Fields
Required
- An indication of whether the institution meets the criteria for this credit: No
- A brief description of the policy: N/A

Optional
- The website URL where information about the policy is available: N/A

Reason for Not Achieving
Purdue does not have a policy prohibiting idling. Therefore, Purdue’s current operations do not meet the requirements of this credit.
**OPT Tier Two Credit 37: Car Sharing**

0.25 points anticipated of 0.25 points available

**Criteria**
Institution participates in a car sharing program, such as such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.

**Reporting Fields**
Required
- **An indication of whether the institution meets the criteria for this credit:** Yes

- **A brief description of the program:** Purdue has partnered with ZipCar to provide six cars at three convenient campus locations for use by the campus community. Students, faculty, and staff can join for $25 and the first $35 of driving is free. Gas and insurance are included in the hourly fee. The ZipCar program provides students access to inexpensive, fuel-efficient transportation 24 hours a day. Purdue also has a Budget rental car office directly on campus that rents vehicles by the hour, day or week.

Optional
- **The website URL where information about the incentives or program, policy, or practice is available:** [http://www.purdue.edu/pat/mainnav/parking/zipcars.htm](http://www.purdue.edu/pat/mainnav/parking/zipcars.htm)
OPERATIONS

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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP Credit 17</td>
<td>Waste Reduction</td>
<td>5</td>
</tr>
<tr>
<td>OP Credit 18</td>
<td>Waste Diversion</td>
<td>3</td>
</tr>
<tr>
<td>OP Credit 19</td>
<td>Construction and Demolition Waste Diversion*</td>
<td>1</td>
</tr>
<tr>
<td>OP Credit 20</td>
<td>Electronic Waste Recycling Program</td>
<td>1</td>
</tr>
<tr>
<td>OP Credit 21</td>
<td>Hazardous Waste Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Waste Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Materials Exchange</td>
<td>0.25</td>
</tr>
<tr>
<td>39</td>
<td>Limiting Printing</td>
<td>0.25</td>
</tr>
<tr>
<td>40</td>
<td>Materials Online</td>
<td>0.25</td>
</tr>
<tr>
<td>41</td>
<td>Chemical Reuse Inventory</td>
<td>0.25</td>
</tr>
<tr>
<td>42</td>
<td>Move-In Waste Reduction</td>
<td>0.25</td>
</tr>
<tr>
<td>43</td>
<td>Move-Out Waste Reduction</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12.5</strong></td>
</tr>
</tbody>
</table>
Op Credit 17: Waste Reduction 0/5

Not achieved

Credit Rationale
This credit recognizes institutions that have reduced waste generation over time. While other credits recognize the benefits of recycling, this credit acknowledges the importance of preventative measures. Decreasing the total amount of materials discarded offers significant environmental benefits.

Credit 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 nonregulated 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.

Reporting Fields
Required
- Weight of materials recycled, 2005 baseline year (tons): 1,292 tons
- Weight of materials composted, 2005 baseline year (tons): 0 tons
- Weight of materials disposed as garbage, 2005 baseline year (tons): 5,239 tons
- Weight of materials recycled, performance year (tons): 4,234 tons
- Weight of materials composted, performance year (tons): 375 tons
- Weight of materials disposed as garbage, performance year (tons): 4,251 tons
- List the start and end dates of the waste reduction performance year:
  - Start Date: July 1, 2011
  - End Date: June 30, 2012
- On-campus residents, 2005: 11,552
- Non-residential/commuter full-time students, faculty, and staff members, 2005: 34,669
- Non-residential/commuter part-time students, faculty, and staff members, 2005: 7,068
- On-campus residents, performance year: 11,457
Non-residential/commuter full-time students, faculty, and staff members, performance year: 36,726

Non-residential/commuter part-time students, faculty, and staff members, performance year: 6,830

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year): July 1, 2011 – June 30, 2012

Optional

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

A brief description of the plan of action to achieve waste reduction goals: Purdue demonstrated its commitment to waste reduction in the 2010 Sustainability Strategic Plan. Goals related to waste reduction include:

- Expand the Purdue Recycles deskside dual stream recycling program
- Achieve an 85 percent recycling rate by 2014
- Assess opportunities to implement dual stream recycling in athletics facilities, Stewart Center, and the Purdue Memorial Union
- Investigate opportunities to write construction specifications to require contractors to recycle construction and demolition materials for all project types, regardless of LEED certification efforts
- Achieve a 65 percent construction and demolition waste diversion rate
- Continue to participate in RecycleMania and select a few high profile schools from the past year’s competition to be worthy opponents in the coming year’s competition

The website URL where information about the institution’s waste reduction initiatives is available: http://www.purdue.edu/sustainability/pdf/Purdue_University_Sustainability_Strategic_Plan_April_2010.pdf

Scoring
Institutions earn maximum points 5 points available for this credit by reducing waste generation by 50 percent or more compared to a 2005 baseline. Incremental points are available based on the percentage reduction achieved.

STARS awards positive only points; points will not be deducted if waste generation increases rather than decreases during the time period.

Points earned are calculated as follows:

\[
\text{Points Earned} = 10 \times \left\{ \frac{(A/B) - (C/D)}{(A/B)} \right\}
\]

A = Total waste generation [garbage + recycling + compost] in the 2005 baseline year
B = Weighted campus users in the 2005 baseline year
C = Total waste generation [garbage + recycling + compost] in the performance year (most recent year for which data are available)

D = Weighted campus users in the performance year (most recent year for which data are available)

Points Eamed = $10 \times \left\{ \frac{(6,531/41,088) - (8,860/42,417)}{(6,531/41,088)} \right\}$

= $10 \times \left\{ \frac{(0.1590) - (0.2089)}{(0.1590)} \right\}$

= $10 \times { -0.3138 }$

= **-3.14 points = 0 points**

**REASON FOR NOT ACHIEVING**

Although Purdue’s diversion rate improved markedly between 2005 and 2012, the data tracking methodology has been evolving over the years and more waste streams have been identified and captured in the more recent data. It is likely that the data from 2005 did not account for waste streams generated by the auxiliaries.
OP Credit 18: Waste Diversion

2.12 points anticipated of 3 points available

Credit Rationale
This credit recognizes institutions that are reducing waste and conserving resources by recycling and composting.

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.

Reporting Fields
Required
- Materials recycled, composted, reused, donated, re-sold, or otherwise diverted (tons): 10,194 tons
- Materials disposed in a solid waste landfill or incinerator (tons): 4,251 tons

Optional
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rates:
  On October 20, 2011 Purdue’s Physical Facilities department received the Indiana Governor's Award for Environmental Excellence for recycling and reuse. The University's award application highlighted the campus community's commitment to recycling by focusing on the implementation of the dual-stream desk-side recycling and waste-to-energy programs. Strongly complementing the established traditional recycling program, Purdue also diverts four tons of food waste from the landfill each week and converts it into clean, sustainable energy sources by utilizing the on-site equipment at the City of West Lafayette Waste Water Treatment Plant. The food waste from Purdue dining courts is converted to energy that is used to augment the plant's electrical supply. More information can be found at:
**SCORING**

Institutions earn the maximum 3 points for this credit by diverting all of their waste from the landfill or incinerator. Incremental points are available based on the percentage of waste that is diverted. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Materials Diverted from a Landfill (tons)</th>
<th>Divide</th>
<th>Total Amount of Waste Generated (Diverted + Disposed) (tons)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>x</td>
<td>10,194</td>
<td>÷</td>
<td>14,445</td>
<td></td>
<td>2.12</td>
</tr>
</tbody>
</table>

3 x 10,194 ÷ 14,445 = 2.12
OP 19: CONSTRUCTION AND DEMOLITION WASTE DIVERSION 0/1

Not achieved

CREDIT RATIONALE
This credit recognizes institutions that have diverted construction and demolition (C&D) wastes. Construction and demolition is a significant source of waste that falls outside of an institution’s standard waste stream and may be handled by a separate contractor or waste hauler.

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.

REPORTING FIELDS
Required
☐ Amount of construction and demolition materials recycled, donated, or otherwise recovered (tons): N/A

☐ Amount of construction and demolition materials landfilled or incinerated (tons): N/A

Optional
☐ 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: N/A

SCORING
Institutions earn the maximum 1 point for this credit by diverting all of their non-hazardous construction and demolition waste from the landfill or incinerator in a one-year period. Incremental points are available based on the percentage of waste that is diverted. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>C&amp;D Waste, Recycled, Donated or Otherwise Recovered (tons)</th>
<th>Divide</th>
<th>Total Amount of Waste Generated (Recycled + Disposed) (tons)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>x</td>
<td>N/A</td>
<td>÷</td>
<td>N/A</td>
<td>=</td>
<td>0.00</td>
</tr>
</tbody>
</table>

REASON FOR NOT ACHIEVING
Purdue has not tracked data regarding construction and demolition waste to date and does not currently have a methodology in place to track this data. Therefore, Purdue’s current operations do not meet the requirements of this credit.
OP CREDIT 20: ELECTRONIC WASTE RECYCLING PROGRAM

CREDIT RATIONALE
This credit recognizes institutions that have e-waste recycling and/or reuse programs. E-waste typically contains toxic components, such as lead and mercury that can contaminate soil and groundwater and have detrimental human health impacts if handled improperly. At the same time, e-waste contains components that can be recycled. Likewise, computers, cellular phones, and other electronic materials can be donated or re-sold at reduced cost to non-profit organizations and community groups. Given the environmental and workplace health hazards that arise from electronic waste recycling, this credit is reserved for programs that take steps to ensure that workers' basic safety is protected and environmental standards are met.

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.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for Part 1 of this credit: Yes
☑ An indication of whether the institution meets the criteria for Part 2 of this credit: Yes
☑ A brief description of steps taken to ensure that e-waste is recycled responsibly, worker basic safety is protected, and environmental standards are met: All e-waste items are either handled through Purdue’s Surplus and Salvage operations or contracted out to a local e-waste vendor. Both services have been certified by the Responsible Recycling Practices (R2), an accredited, third-party auditor.

Conditional
Required if the institution claims points for Part 1:
☑ A brief description of the electronic waste recycling program for institution-generated materials: Purdue’s Warehouse & Surplus Store and Purdue’s Radiological and Environment Management department have collaborated to ensure Purdue’s e-waste is handled in an environmentally responsible manner. The Warehouse “Green Program” effectively redistributes these assets where applicable, sells to the general public, then responsibly recycles all unusable
The recent purchase of a new state-of-the-art hard drive shredder will not only guarantee the security of the University’s electronic media; it will also reduce hard drive e-waste and turn a product that once cost the university to dispose of, into a recyclable product. Approximately 5,000 pounds of power cords that are cut off from machines are recycled each year. Additionally, hard drives, circuit boards, aluminum, memory sticks, and metal cases are also recycled.

Required if the institution claims points for Part 2:

- **A brief description of the electronic waste recycling program for student-generated materials:** E-waste recycling containers are located at the back dock of every residence hall. This waste is then picked up by a local vendor, Oscar Winski, 2217 North 9th Street, Lafayette, In 47904. This vendor has been certified by the Responsible Recycling Practices (R2), an accredited, third-party auditor. In addition, this same vendor provides special pickups during Green Week and Earth Day events.

Optional

- **The website URL where information about the e-waste recycling program is available:** [https://www.purdue.edu/salvage/sustain.aspx](https://www.purdue.edu/salvage/sustain.aspx)

**SCORING**

Each part of the credit is scored separately.

**Part 1**

Institutions earn 0.5 points for meeting the criteria outlined above. (0.5 points anticipated)

**Part 2**

Institutions earn 0.5 points for meeting the criteria outlined above. (0.5 points anticipated)
OP CREDIT 21: HAZARDOUS WASTE MANAGEMENT
1 point anticipated of 1 point available

CREDIT RATIONALE
This credit recognizes institutions that seek to minimize and safely dispose of all hazardous, universal, and non-regulated chemical waste.

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.

REPORTING FIELDS
Required
✓ An indication of whether the institution meets the criteria for this credit: Yes
✓ A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste: Purdue University has a system to manage all hazardous waste generated at the West Lafayette, Indiana campus. Purdue’s Chemical Handling & Disposal guidelines devote several pages to waste minimization. The major steps include, source reduction, recycling and treatment. Full details are available at the URL: http://www.purdue.edu/rem/home/booklets/HMMguide.pdf
✓ A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste: Each individual generator collects and accumulates their waste in proper containers at or near the point of generation without accumulating more than 55 gallons of waste at one time. When items are ready for pickup, the generator certifies the identity of the waste by completing and submitting a Hazardous Material Pickup Request form to the Purdue University Radiological and Environmental Management Department (REM). For each waste stream, Purdue selects a facility for the final treatment and disposal method that best protects human health, the environment, and natural resources. A 43 page document, at the URL shown below, outlines in detail the procedures of the program.

Optional
✓ The website URL where information about hazardous materials management is available: http://www.purdue.edu/rem/home/booklets/HMMguide.pdf

SCORING
Institutions earn 1 point for meeting the criteria outlined above. Partial points are not available for this credit. (1 point anticipated)
**OP Tier Two Credit 38: Materials Exchange**

0.25 points anticipated of 0.25 points available

**Criteria**
Institution has a surplus department or formal office supplies exchange program that facilitates reuse of materials.

**Reporting Fields**

**Required**
- An indication of whether the institution meets the criteria for this credit: Yes
- A brief description of the program: The Purdue University Warehouse and Surplus Store has existed in some form since the 1960s. It started out as an auction one day a year, but transformed into a year-round store operation. The goals of the Warehouse and Surplus Store are to redistribute assets within the university, generate revenue through the sale of merchandise to the public, and reduce landfill costs through the sale of merchandise. For the fiscal year 2011-12, over 589 tons of items were resold either to other departments or the public.

**Optional**
- The website URL where information about the incentives or program is available: https://www.purdue.edu/salvage/aboutus.aspx
OPTIER TWO CREDIT 39: LIMITING PRINTING
0.25 points anticipated of 0.25 points available

CRITERIA
Institution limits free printing for students in all computer labs and libraries.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes
☑ A brief description of how printing is limited: Since 2006, Information Technology at Purdue (ITaP) has used a printing quota system to limit the amount of wasteful printing in libraries and computer labs. Students, as well as faculty and staff, have an established limit to their free printing for each semester. After that limit is exceeded, students are charged a per page fee. The Pharos Uniprint system is used to track printing history and printing balances. Currently, the free student printing quota is set at $20 per semester for undergraduates and $40 for graduate students. Black and white printing is valued at $0.04 per page, and color printing is valued at $0.12 per page. After implementing the program, a 40% decrease in printing was observed. Additionally, at the start of Fall 2010 duplex printing and the use of print release stations were implemented in computer labs.

Optional
☑ The website URL where information about the incentives or program, policy, or practice is available:
  http://www.itap.purdue.edu/learning/facilities/instructionallabs/printing/
**Tier Two Credit 40: Materials Online**

0.25 points anticipated of 0.25 points available

**Criteria**
Institution’s default is to not print course catalogs, course schedules, and directories, but instead make these materials available online.

**Reporting Fields**

**Required**
- **An indication of whether the institution meets the criteria for this credit:** Yes
- **A brief description of the practice:** Purdue University has made its course catalogs, schedules, and directory easily accessible online. Students access course offerings, schedules, descriptions, and registration through a personal “myPurdue” account. The Purdue Electronic Directory is also available as an electronic copy of the Purdue University phone book which contains contact information for students, faculty, and staff.

**Optional**
- **The website URL where information about the practice is available:**
  - Course Catalog & Schedules: [www.mypurdue.purdue.edu](http://www.mypurdue.purdue.edu)
  - Directory: [www.itap.purdue.edu/directory](http://www.itap.purdue.edu/directory)
OPTIER TWO CREDIT 41: CHEMICAL REUSE INVENTORY

0.25 points anticipated of 0.25 points available

CRITERIA
Institution has implemented a campus-wide inventory system to facilitate the reuse or redistribution of laboratory chemicals.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the program: Purdue Radiological and Environmental Management directs a chemical redistribution program for laboratories on campus. To qualify for redistribution, chemicals must be in the original labeled container, have no visible sign of contamination, and be at least half full. Common chemicals redistributed through this program include mineral acids, acetic acid, trifluoroacetic acid, hydrogen peroxide, solid oxidizers, reactives, crystallized phenol, non-halogenated solvents, and bromine.

Optional
☑ The website URL where information about the practice is available: http://www.purdue.edu/rem/hmm/wstmin.htm
OP Tier Two Credit 42: Move-In Waste Reduction

0.25 points anticipated of 0.25 points available

Criteria
Institution has a program to reduce residence hall move-in waste.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the program: For freshmen, an early move-in program exists to help students orient themselves to on campus life. This program is called Boiler Gold Rush. During the move-in weekend for this program, Boiler Gold Rush leaders help new students move their belonging into the residence halls pointing out where to recycle cardboard and other recyclable wastes. In addition, both Residential Life staff and our service/cleaning crews are assisting parents and students with information regarding all the recycling opportunities for move-in waste.

To handle this additional recycling waste 15-20yd dumpsters are conveniently placed near move-in locations at each residence hall.

Optional
☑ The website URL where information about the program is available: N/A
OP Tier Two Credit 43: Move-Out Waste Reduction 0.25 / 0.25

0.25 points anticipated of 0.25 points available

Criteria
Institution has a program to reduce residence hall move-out waste.

Reporting Fields
Required
☑️ An indication of whether the institution meets the criteria for this credit: Yes

☑️ A brief description of the program: For twelve years the Boiler Volunteer Network and the New Chauncey Neighborhood Association have sponsored Project Move-Out. Project Move-Out is a program that encourages residence hall students and students living in nearby apartments to donate items they would normally throw out when moving out for the summer. Furniture, clothes, food, cleaning supplies, personal care supplies, home décor, and electronics are some of the many donations accepted. For fiscal year 2011-12 over 70 tons of items were donated. Donated items are organized at the Purdue Armory and sent to local service and assistance organizations including:

- AIM (Lafayette School Corp)
- American Red Cross
- Diabetic Youth Foundation of Indiana
- Habitat for Humanity
- Bauer Family Resources
- Lafayette Adult Resource Academy (LARA)
- Lyn Treece Boys & Girls Club
- Mental Health America
- Mental Health America Day Shelter
- Trinity Mission
- Weed & Seed
- Multicultural Efforts to End Sexual Assault (MESA)
- New Apostolic Church
- Lafayette Urban Ministries
- First United Methodist Church Furniture Bank

Optional
☑️ The website URL where information about the program is available: http://www.purdue.edu/odos/bvn/eventscalendar.php
**OPERATIONS**

**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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP Credit 22</td>
<td>Water Consumption</td>
<td>7</td>
</tr>
<tr>
<td>OP Credit 23</td>
<td>Stormwater Management</td>
<td>2</td>
</tr>
<tr>
<td>OP Tier Two</td>
<td>Water Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Waterless Urinals</td>
<td>0.25</td>
</tr>
<tr>
<td>45</td>
<td>Building Water Metering</td>
<td>0.25</td>
</tr>
<tr>
<td>46</td>
<td>Non-Potable Water Usage</td>
<td>0.25</td>
</tr>
<tr>
<td>47</td>
<td>Xeriscaping</td>
<td>0.25</td>
</tr>
<tr>
<td>48</td>
<td>Weather-Informed Irrigation</td>
<td>0.25</td>
</tr>
</tbody>
</table>

**TOTAL** 10.25
OP CREDIT 22: WATER CONSUMPTION
2.55 points anticipated of 7 points available

CREDIT RATIONALE
This credit recognizes institutions that have reduced total water consumption. By reducing campus water consumption, institutions can reduce pressures on local aquifers, streams, rivers, lakes, and aquatic wildlife.

CREDIT 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.

REPORTING FIELDS
Required
- Water consumption, 2005 baseline year (gallons): 1,464,466,323 gallons
- Water consumption, performance year (gallons): 1,346,840,950 gallons
- List the start and end dates of the water consumption performance year:
  Start Date: July 1, 2011
  End Date: June 30, 2012
- On-campus residents, 2005: 11,552
- Non-residential/commuter full-time students, faculty, and staff members, 2005: 34,669
- Non-residential/commuter part-time students, faculty, and staff members, 2005: 7,068
- On-campus residents, performance year: 11,457
- Non-residential/commuter full-time students, faculty, and staff members, performance year: 36,726
- Non-residential/commuter part-time students, faculty, and staff members, performance year: 6,830
- Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year): July 1, 2011 - June 30, 2012

Optional
- Indication of whether institution has a stated commitment to water use reduction goals: Yes
A brief description of the plan of action to achieve water use reduction goals:
Purdue demonstrated its commitment to water use reduction in the 2010 Sustainability Strategic Plan. Goals related to water use reduction include:

- Adopt maximum flush and flow requirements for all water-using fixtures
- Include an educational/behavioral change component to building water metering efforts by publicizing water usage data via the sustainability website
- Promote water conservation during Green Week
- Work with students to perform water audits on a representative set of campus buildings to develop baselines for gauging water efficiency improvements over time
- Develop and implement a cooling tower water management plan that results in optimal water efficiency and chemical usage
- Continue to pilot and test water saving fixtures and devices

The website URL where information about the institution’s water conservation initiatives is available:
http://www.purdue.edu/sustainability/pdf/Purdue_University_Sustainability_Strategic_Plan_April_2010.pdf

SCORING
Institutions earn maximum points for this credit by achieving a 30 percent or larger reduction in total water consumption per weighted campus user compared to a 2005 baseline. Incremental points are awarded for smaller reductions.

STARS awards only positive points; points will not be deducted if water consumption per weighted campus user increased rather than decreased during the time period.

Points earned are calculated according to the formula below:

Points Earned = \( \frac{23}{3} \times \left\{ \frac{(A/B) - (C/D)}{(A/B)} \right\} \)

- A = Water consumed in the 2005 baseline year
- B = Weighted campus users in the 2005 baseline year
- C = Water consumed, performance year (most recent year for which data are available)
- D = Weighted campus users, performance year (most recent year for which data are available)

Points Earned = \( \frac{23}{3} \times \left\{ \frac{(A/B) - (C/D)}{(A/B)} \right\} \)

= \( \frac{23}{3} \times \left\{ \frac{(1,464,466,323/41,088) - (1,346,840,950/42,417)}{(1,464,466,323/41,088)} \right\} \)

= \( \frac{23}{3} \times \left\{ \frac{(35,642.19) - (31,752.39)}{(35,642.19)} \right\} \)

= 23 \( \frac{2}{3} \times \{0.1091 \}

= 2.55 \text{ points}
CREDIT RATIONALE
This credit recognizes institutions that implement policies and programs to reduce stormwater runoff and resultant water pollution. By decreasing stormwater runoff and treating stormwater on site, institutions can help replenish natural aquifers, reduce erosion impacts, and minimize local water contamination.

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.

REPORTING FIELDS
Required
☑ An indication if the institution has a policy, plan, and/or strategies to reduce stormwater runoff from new development projects: Yes

☑ An indication if the institution has 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: Purdue University maintains a cooperative Municipal Separate Storm Sewer (MS4) permit (2011) with the Tippecanoe Partnership for Water Quality (TCPWQ) in accordance with Phase II National Pollutant Discharge Elimination (NPDES) requirements. A campus-specific, comprehensive stormwater management ordinance can be accessed online (URL below). This includes guidance for construction and post-construction Storm Water Pollution Prevention Plans
(SWPP), which Purdue actively maintains for campus construction sites greater than 0.5 acres. To support this, Purdue Physical Facilities maintains a Consultant’s Handbook that includes a Stormwater Technical Standards Manual and list of post-construction Best Management Practices (BMPs). Purdue’s Campus-Wide Sustainable Stormwater Modification Design (Nov. 2009) identified opportunities to implement stormwater measures that reduce runoff, improve water quality, and maintain groundwater recharge. This included retrofits in areas such as streetscapes, existing program areas, and buildings to sustain and improve campus water resources.

Optional
 Website URL where information is available:

 An indication if the institution employs the following technologies or strategies and a brief description of each:
- Living or vegetated roofs - The student organization, Boiler Green Initiative (BGI) received a grant from Indiana State Farm to build Purdue University's first green roof (also the first green roof in Tippecanoe County). Constructed in 2009, the Schleman Hall Green Roof Project retrofitted an existing 1,750 square foot roof with an extensive, modular system. The project was designed to improve Schleman Hall’s environmental footprint and aesthetic presence while introducing sustainable construction practices to students and the community. The installation acts as a ‘living laboratory’ for a variety of studies on green roof technologies and impacts, including energy efficiency, insect population response, and stormwater capture-treatment.

A second, much larger green roof project (approximately 6,000 square feet) was initiated in March 2012 when the opportunity arose for necessary roof replacement on the Civil Engineering Building. This provides a space for students to collaboratively develop new methods for green roof evaluation and research. Examples of such work include: analysis of roof structure heat loads via selected pavers and plant media and an investigation of energy-efficiency technologies, as well as quantification of rainwater collection system runoff reduction. Slated for completion this Fall (2012), green roof design is available online at:
https://engineering.purdue.edu/CESAC/projects/greenroof.html

- Porous paving - Porous asphalt was first installed on Horticulture Service Drive in 2007; it was later installed along Beering Drive and the band practice field. Pervious concrete was installed more extensively in parking lots (north of the Armory, Marriott Hall and at the intersection of Third and Russell streets). Purdue has become a local leader in pervious pavement installation, providing tours and ‘lessons learned’ as part of a continuing education program for civil engineers and contractors.
One of the most successful uses of permeable pavement can be observed in the integrated design of the Black Cultural Center (BCC) parking lot. Pavement was used in the parking stalls of the lot to infiltrate runoff, and the parking lot was graded to direct runoff towards a central bioswale surrounded by impervious concrete pavement. This design redirected debris and particulates, which would have otherwise clogged the porous surfaces. Excess runoff was then directed into another bioswale at the north end of the parking lot.

- Retention ponds - N/A
- Stone swales - N/A
- Vegetated swales - Vegetative bioswales have been similarly integrated on the grounds of Pao Hall of Visual and Performing Arts, Bindley Bioscience Center, Ross-Ade Stadium, Mollenkopf Athletic Center and the Armory parking lot. Pao Hall landscaping epitomizes economical, attractive vegetative alternatives to curbs and gutters. Blocks of dense, native grasses and forbes are surrounded by cultivated shrubs and trees that flow seamlessly into the traditional campus landscape. Additionally, the number of rain gardens and infiltration beds continues to increase from year to year. The first rain garden was installed at the Hillel House in 2010 by BGI, and rain gardens have been integrated into multi-use path and roadway development. Additional rain gardens are in the planning stages near the Horticulture Building. Infiltration beds have been installed beneath the football practice fields, in Stadium Mall and in sections of the Neil Armstrong Hall parking lot.

**SCORING**

Each part of the credit is scored separately. Institutions may earn points for new construction and development policies (Part 1), regardless of whether they earn points for having a similar policy for ongoing campus operations (Part 2). Likewise, an institution that adopted a policy that covers both new construction and ongoing operations would earn both points.

**Part 1**
1 point is awarded for having a policy, plan, and/or strategies that meet the criteria outlined above. **(1 point anticipated)**

**Part 2**
1 point is awarded for having a policy, plan, and/or strategies that meet the criteria outlined above. **(1 point anticipated)**
OPTI ER T W O C R E D I T 4 4 : W A T E R L E S S U R I N A L S
0.25 / 0.25
0.25 points anticipated of 0.25 points available

CRITERIA
Institution uses at least one waterless urinal.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the technology employed: Two Sloan WaterFree urinals were installed in Earhart Hall approximately four years ago. According to the manufacturer, these urinals eliminate water and sewer costs, reduce maintenance and repair bills, and create a hygienic, odor-free restroom.

Optional
☑ The website URL where information about the technology is available: http://www.airdelights.com/waterfree_urinal.html
OPT Tier Two Credit 45: Building Water Metering

0.25 points anticipated of 0.25 points available

Criteria
Institution meters building-level water consumption for at least one building.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes
☑ A brief description of the water metering employed: Purdue University installed water meters to meter all potable water use on campus in 2006 and 2007. Those meters track water use to pay sewage usage charges to the City of West Lafayette Wastewater Treatment Utility. The University is currently in the process of upgrading all meters for potable water, chilled water, electric and steam condensate on campus. When complete all data points will be brought to a central collection and reporting point.

Optional
☑ The percentage of building space with water metering: 100%
☑ The website URL where information about the practice is available: http://www.purdue.edu/sustaining/initiatives/energy/100110MeterPlan.pdf
OPTIER TWO CREDIT 46: NON-POTABLE WATER USAGE  0.25 / 0.25
0.25 points anticipated of 0.25 points available

CRITERIA
Institution uses non-potable water (e.g. harvested rainwater or graywater) for irrigation and/or other applications.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the source of non-potable water and how it is used: Purdue has two large cisterns approximately 1000 gallons. One is located at the south corner of the Materials & Electrical Engineering building and one under the southeast stairs at Duncan Annex (EE) which is used to collect “once-through” cooling water from DX air conditioning units in the surrounding buildings. Those cisterns are also connected to the irrigation system on Purdue Mall.

Optional
☑ The percentage of irrigation water usage from recovered, reclaimed and/or untreated sources: N/A

☑ The percentage of water used in buildings that comes from recovered, reclaimed and/or untreated sources: N/A

☑ The percentage of water used in utility plants from recovered, reclaimed and/or untreated sources: N/A

☑ The website URL where information about the program, policy, or practice is available: N/A
O P T I E R  T W O  C R E D I T  4 7 : X E R I S C A P I N G

Not achieved

C R I T E R I A
Institution uses xeriscape landscaping techniques, including the selection of drought tolerant plants.

R E P O R T I N G  F I E L D S
Required
☐ An indication of whether the institution meets the criteria for this credit: No
☐ A brief description of the program or practice: N/A

Optional
☐ The website URL where information about the policy is available: N/A

R E A S O N  F O R  N O T  A C H I E V I N G
Purdue does not utilize xeriscaping techniques. Therefore, Purdue’s current operations do not meet the requirements of this credit.
Tier Two Credit 48: Weather-Informed Irrigation

0.25 points anticipated of 0.25 points available

Criteria
Institution uses weather data or weather sensors to automatically adjust irrigation practices.

Reporting Fields
Required
☑️ An indication of whether the institution meets the criteria for this credit: Yes

☑️ A brief description of how weather data or sensors are used: The Grounds Department at Purdue has been keeping up with irrigation technology since the 1950s to more efficiently and effectively keep campus plant materials and turf attractive and healthy. Since the 1970s, the Grounds department has integrated control timers with the irrigation systems for better control. Since the early 2000s, smart timers, soil probes, and rain gauges have been used for even more precision and conservation. The department is responsible for over 1.9 million square feet of turf and over 680,000 square feet of shrub and flowerbeds. The irrigation systems on campus contain 67 control units, over 600 in-ground control valves, and more than 10,000 irrigation heads. The Grounds Department recently installed a new centralized irrigation control system that allows the control units to be set remotely and to incorporate weather data to help determine how much water is required. The system includes a weather station that automatically adjusts the irrigation based upon the weather. Projections indicate the system will save countless labor hours and 18 million gallons of water annually.

Optional
☑️ The website URL where information about the practice is available: N/A
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PLANNING, ADMINISTRATION, AND 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.

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<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
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<td>PAE Credit 1</td>
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</tr>
<tr>
<td>PAE Credit 5</td>
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<td>2</td>
</tr>
</tbody>
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**Total** 18
PAE CREDIT 1: SUSTAINABILITY COORDINATION

3 points anticipated of 3 points available

CREDIT RATIONALE
This credit recognizes institutions with active committees, offices, or coordinators charged by the administration or board of trustees to coordinate sustainability work on campus.

CREDIT 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.

REPORTING FIELDS
Required
- An indication of whether the institution has a sustainability committee: No
- An indication of whether the institution has a sustainability office: Yes
- An indication of whether the institution has a sustainability coordinator: Yes

Conditional
Required if the institution claims points for having a sustainability committee:
- The charter or mission statement of the committee or a brief description of the committee’s purview and activities: N/A

- Members of the committee, including affiliations: N/A

Required if the institution claims points for having a sustainability office:
- A brief description of the sustainability office: The Office of University Sustainability was formally established in the summer of 2011 and staffed with a director, 2 full-time employees, and 2 student interns. The task of the Office of University Sustainability is to provide a comprehensive approach to sustainability on campus, linking the many initiatives already underway across departments, collaborating with the Lafayette-West Lafayette community on innovative projects, and creating a long-term vision for the future. In addition, the Office of University Sustainability is charged with facilitating and tracking progress on the campus Sustainability Strategic Plan. This plan contains over 150 goals around these pillars:
  - Site Considerations
  - Water Recourses
  - Energy & Built Environment
- Materials Management
- Food Systems
- Academics & Research
- Endowment/Development
- Community Relationships

☑ The number of people employed in the sustainability office: 5

Required if the institution claims points for having a sustainability coordinator:

☑ Sustainability coordinator's name: Michael J. Gulich, AIA, LEED AP

☑ Sustainability coordinator's position title: Director of University Sustainability

☑ A brief description of the sustainability coordinator's position: The Director of Sustainability is a senior management position responsible for providing the vision, organizational strategy and focus for advancing operational sustainability efforts at Purdue University. This position provides senior administrators, faculty, staff and students with the knowledge, skills, and motivation to integrate sustainability values and practices into: strategic planning processes, operations and resource management, and overall University practices. This individual will collaborate with students, faculty, and staff and relevant committees to support and enhance current sustainability initiatives and will provide leadership in assisting the University to continue to enhance its efforts and reputation with regard to sustainability programs.

Optional

☑ The website URL where information about the sustainability committee is available: N/A

☑ The website URL where information about the sustainability officer is available: http://www.purdue.edu/sustainability/

☑ The website URL where information about the sustainability office is available: http://www.purdue.edu/sustainability/

☑ Notes about the submission: At the time of submission, the sustainability website is undergoing an update to refresh its look. It is unclear at what time the improved and completely re-designed website will be fully functional. However, the URL is stable, and the basic functions of the website will be available throughout construction.

Scoring
Institutions earn 3 points for having a committee, office, or officer that meets the criteria outlined above. Partial points are not available for this credit. (3 points anticipated)
PAE Credit 2: Strategic Plan

6 points anticipated of 6 points available

Credit Rationale
This credit recognizes institutions that have made a formal, substantive commitment to sustainability by including it in their strategic plan. The strategic plan is the premier guiding document for an institution; it shapes the institution’s priorities and guides budgeting and policy making. Including sustainability at a high level in the plan signals an institution’s commitment to sustainability and may help infuse an ethic of environmental and social responsibility throughout the campus community.

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.

Reporting Fields
Required
- An indication of whether the institution’s strategic plan or equivalent guiding document includes the environmental dimensions of sustainability at a high level: Yes
- An indication of whether the institution’s strategic plan or equivalent guiding document includes the social dimensions of sustainability at a high level: Yes
- An indication of whether the institution’s strategic plan or equivalent guiding document includes the economic dimensions of sustainability at a high level: Yes
- Year the strategic plan or equivalent was completed or adopted: 2008

Conditional
Required if the institution claims points for addressing the environmental dimensions of sustainability:
- A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability: The New Synergies Strategic Plan includes sustainability as a strategy common to all primary goals; the plan addresses the environmental dimensions of sustainability as follows:

  “Promote sustainability consciousness by attending to environmental and ecological stewardship including creating “green” buildings based on value
driven decision processes informed by life cycle costing; social equity and economic vitality; and conducting best practices with designated responsibilities, oversight, and accountability, engaging advisory input from constituencies.”

Required if the institution claims points for addressing the social dimensions of sustainability:

✔️ A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability: The New Synergies Strategic Plan includes sustainability as a strategy common to all primary goals; the plan addresses the social dimensions of sustainability (diversity, equity, and inclusion) as follows:

The Statement of Integrity states: “To ensure our integrity, we safeguard academic freedom, open inquiry, and debate in the best interests of education, enrichment, and our personal and professional development. We embrace human and intellectual diversity and inclusiveness. We uphold the highest standards of fairness, act as responsible citizens, respect equality and the rights of others, and treat all individuals with dignity.”

The Mission of Purdue is as follows: “Commitment to People - Purdue University serves diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge.”

The characteristics of that mission include: “Learner-centered, inspiring, and nurturing educational communities marked by human and intellectual diversity, and the promotion of a dynamic culture of equity and inclusion for all people, in a pervasively supportive climate that fosters excellence of students, faculty, and staff.”

The characteristics of the primary goal Launching Tomorrow’s Leaders include: “A learning environment immersed in a rich and dynamic culture of diversity, equality and inclusion for all people, with widespread support and a diverse educational climate for an evolving global society.”

A strategy common to all primary goals under Culture is as follows: “Foster a more diverse and inclusive campus community, and encourage such a community in the West Lafayette/Lafayette area, by promoting cultural awareness, collegiality, and by cultivating respect for diverse people and cultures.”
Required if the institution claims points for addressing the economic dimensions of sustainability:

☑️ A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

The New Synergies Strategic Plan includes sustainability as a strategy common to all primary goals; the plan addresses the financial dimensions of sustainability as follows:

“Promote sustainability consciousness by attending to environmental and ecological stewardship including creating “green” buildings based on value driven decision processes informed by life cycle costing; social equity and economic vitality; and conducting best practices with designated responsibilities, oversight, and accountability, engaging advisory input from constituencies.”

A strategy for the goal Launching Tomorrow’s Leaders is as follows: “Substantially increase student financial aid in order to provide need-based and merit-based scholarships to increase competitiveness in student recruitment and retention, and to reduce student debt upon graduation.”

A key priority is as follows: “Build on Purdue’s current strengths, with investments in new facilities and infrastructure, and develop new business plans for financial sustainability.”

A key priority is as follows: “Achieve competitive compensation for faculty and staff.”

Optional

☑️ The website URL where information about the practice is available: http://www.purdue.edu/strategic_plan/SP-APPROVED_BY_BOT.pdf

SCORING

Institutions earn the maximum of 6 points for including the economic, social, and environmental dimensions of sustainability at a high level in the strategic plan. Partial points are awarded as follows:

- 2 points for including the environmental dimensions of sustainability (2 points anticipated)
- 2 points for including the social dimensions of sustainability (2 points anticipated)
- 2 points for including the economic dimensions of sustainability (2 points anticipated)
PAE CREDIT 3: PHYSICAL CAMPUS PLAN

Credit Rationale
This credit recognizes institutions that have made a formal commitment to developing and maintaining their physical campuses with sustainability in mind by including the principle at a high level in their campus master plan. An institution’s master plan shapes the development and maintenance of its physical campus. Incorporating sustainability into the campus master plan may help an institution realize sustainability objectives when making decisions about its facilities.

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.

Reporting Fields
Required
✓ An indication of whether the institution meets the criteria for this credit: Yes
✓ A brief description of how the physical campus plan or amendment includes sustainability: The physical campus plan outlines five principles, all of which include sustainability:
  ▪ Principle 1: Promote compact growth within the existing campus
  ▪ Principle 2: Encourage an integrated transportation system with a Perimeter Parkway
  ▪ Principle 3: Create program synergies through strong mixed-use districts
  ▪ Principle 4: Encourage a simple integrated transportation system with a Perimeter Parkway
  ▪ Principle 5: Preserve the Western Lands

In addition, the campus plan refers to 3 sustainability goals that are listed in Purdue’s Strategic Plan. These goals include:
  ▪ Engagement of the environment
  ▪ Encouraging environmental stewardship
  ▪ Quality of life considerations including enhancement of a trail system

✓ The year the physical campus plan was developed or adopted: 2009
Optional

☑️ The website URL where the physical campus plan is available: http://www.purdue.edu/architect/campus_planning/pdf/MP09_Final_Report.pdf

**SCORING**

Institutions earn 4 points for having a plan that meets the criteria outlined above. Partial points are not available for this credit. *(4 points anticipated)*
PAE Credit 4: Sustainability Plan

3 points anticipated of 3 points available

CREDIT RATIONALE
This credit recognizes institutions that have developed a comprehensive plan to move towards sustainability. Developing a sustainability plan provides an exceptional learning opportunity for an institution’s stakeholders to use the campus as a laboratory and learn what it takes to become sustainable. A sustainability plan provides a road map for achieving sustainability and may help guide decision making. Having measurable goals with corresponding timeframes may help motivate institutions to maintain their commitments to sustainability and implement sustainable practices.

There are benefits from formal and informal plans. A formally adopted plan signals institutional commitment to sustainability. An informal plan provides an avenue for sustainability advocates to articulate a bold sustainability vision and provides a framework for the institution to discuss its sustainability performance and goals.

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 Action 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.

REPORTING FIELDS
Required

☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of how multiple stakeholder groups were involved in developing the plan: The scope and content was driven by input from a broad range of stakeholder groups, including operations staff, faculty, undergraduate and graduate students, senior administrators, regional campus representatives, and West Lafayette community members.

☑ A brief description of the plan’s measurable goals: The initial plan included eight subcategories: Site Considerations, Water Resources, Energy & Built Environment, Materials Management, Food Systems, Academics & Research, Endowment/Development & Community Relationships. Included in these eight categories were 56 short term goals (2014) and 85 long term goals (2025). A few additional goals have been added since the creation of this plan.

☑ A brief description of how progress in meeting the plan’s goals is measured: Semiannual retreats are held with the Office of Sustainability staff to update the progress regarding each goal and to fine tune the plan. Progress status sheets are shared with upper administration.
Optional

☑ The website URL where more information about the sustainability plan is available:
   http://www.purdue.edu/sustainability/pdf/Purdue_University_Sustainability_Strategic_Plan_April_2010.pdf

☑ The year the plan was developed or last updated: April 2010

Scoring
Institutions earn 3 points for having a sustainability plan that meets the criteria outlined above. Partial points are not available for this credit. (3 points anticipated)
PAE CREDIT 5: CLIMATE ACTION PLAN

Not achieved

CREDIT RATIONALE
This credit recognizes institutions that have developed a formal strategy to reduce their greenhouse gas emissions. Adopting a formal plan indicates the institution’s commitment to reducing its global warming impact. Since multiple facets of an institution’s operations can help reduce emissions, developing a climate action strategy can help an institution realize its sustainability goals as well as climate targets.

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.

REPORTING FIELDS
Required
✓ An indication of whether the institution meets the criteria for this credit: No
✓ A brief summary of the climate action plan’s long-term goals: N/A
✓ A brief summary of the climate action plan’s short-term goals: N/A

Optional
✓ Year the climate action plan was formally adopted or approved: N/A
✓ Notes about the submission: N/A
✓ An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year (metric tons of carbon dioxide equivalent): N/A
✓ List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment: N/A
✓ The reduction level (percentage) institution has committed to: N/A
✓ The baseline year the institution used in its GHG emissions commitment: N/A
✓ The baseline emissions level institution used in its GHG emissions commitment: N/A
The target year the institution specified in its GHG emissions commitment: N/A

The website URL where information about the climate action plan is available: N/A

**SCORING**
Institutions earn 2 points for having a plan that meets the criteria outlined above. Partial points are not available for this credit.  **(0 points anticipated)**

**REASON FOR NOT ACHIEVING**
Purdue does not yet have a Climate Action Plan. Therefore, Purdue’s current operations do not meet the requirements of this credit.
PLANNING, ADMINISTRATION, & ENGAGEMENT

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.

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<th>Credit Title</th>
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<td>PAE Credit 7</td>
<td>Measuring Campus Diversity Culture</td>
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<tr>
<td>PAE Credit 8</td>
<td>Support Programs for Underrepresented Groups</td>
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<td>PAE Credit 9</td>
<td>Support Programs for Future Faculty</td>
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<td>PAE Credit 10</td>
<td>Affordability and Access Programs</td>
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<td>Employee Training Opportunities</td>
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<td><strong>Total</strong></td>
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</table>
PAE CREDIT 6: DIVERSITY AND EQUITY COORDINATION  
2 points anticipated of 2 points available

CREDIT RATIONALE
This credit recognizes institutions with active committees, offices, or officers charged by the administration or board of trustees to coordinate diversity and equity work on campus. Diversity and equity coordination increases the ability of an institution to more effectively address these issues. This also allows interested groups and stakeholders to access point people engaged with these topics.

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.

REPORTING FIELDS
Required
- An indication of whether the institution has a diversity and equity committee: Yes
- An indication of whether the institution has a diversity and equity office: Yes
- An indication of whether the institution has a diversity and equity coordinator: Yes

Conditional Required if the institution is claiming points for having a diversity and equity committee:
- The charter or mission statement of the committee or a brief description of the committee’s purview and activities: Rather than a committee the university has established a Division of Diversity and Inclusion which is charged with the responsibility to bring together resources, cultural centers and diversity programs across campus. The Division of Diversity and Inclusion provides focus, energy, support and leadership as Purdue University builds a more diverse, inclusive community. Through synergistic collaborations, the division seeks to:
  - Create and sustain a welcoming campus where all students can excel
  - Increase and retain the number of historically underrepresented and diverse students, faculty and staff at Purdue
  - Prepare all students to thrive in an ever increasing diverse, global environment
- Members of the committee, including job titles and affiliations:
  - Dr. G. Christine Taylor, Vice Provost for Diversity and Chief Diversity Officer
  - Shanna Brinegar, Administrative Assistant, Office of the Vice Provost for Diversity
  - Renee Thomas, Director, Black Cultural Center
  - Dr. Carolyn E. Johnson, Director, Diversity Resource Office
  - Maricela Alvarado, Director, Latino Cultural Center
  - Lowell Kane, Director, Lesbian, Gay, Bisexual, Transgender, and Queer Center
Dr. Ignacio Camarillo, Program Coordinator, Louis Stokes Alliance for Minority Participation
Felica Ahasteen-Bryant, Director, Native American Educational and Cultural Center
Dr. Wesley Campbell, Director, Science Bound

Required if the institution is claiming points for having a diversity and equity office:
 A brief description of the diversity office: Bringing together resources, cultural centers and diversity programs across campus, the Division of Diversity and Inclusion provides focus, energy, support and leadership as Purdue University builds a more diverse, inclusive community.
 The number of people employed in the diversity office: 25 members comprise the division of diversity and inclusion. However the division has collaborative relationships with an additional 25 diversity and inclusion practitioners located throughout the university community.

Required if the institution is claiming points for having a diversity and equity coordinator:
 Diversity coordinator's name: G. Christine Taylor, Ph.D.
 Diversity coordinator's position title: Vice Provost for Diversity and Chief Diversity Officer
 A brief description of the diversity coordinator's position: Dr. Taylor provides strategic leadership for Purdue's efforts to embrace and promote diversity and inclusion with an emphasis on attracting and retaining a diverse student body, attracting and retaining a diverse faculty and staff, the creation of a more welcoming and inclusive environment, and working toward providing opportunities for our students to develop cultural competencies which allow them to successfully compete in the global economy. With reporting lines to the provost and president, Dr. Taylor serves as a member of the president's cabinet.

Optional
 The website URL where information about the diversity and equity committee is available: http://www.purdue.edu/diversity-inclusion/what.html
 The website URL where information about the diversity and equity coordinator is available: http://www.purdue.edu/provost/about/bios/Christine_Taylor.html
 The website URL where information about the diversity and equity office is available: http://www.purdue.edu/diversity-inclusion/index.html

Scoring
Institutions earn 2 points for having a committee, office, or officer that meets the criteria outlined above. Partial points are not available for this credit. (2 points anticipated)
PAE Credit 7: Measuring Campus Diversity Culture

2 points anticipated of 2 points available

Credit Rationale
This credit recognizes institutions that systemically assess the diversity and equity culture on campus. Fostering an inclusive and welcoming campus culture is important to ensuring the academic and social success of all campus community members. In order to foster such a culture, it is helpful to gather information about campus stakeholders' personal experiences on campus to highlight strengths as well as areas for development.

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.

Reporting Fields
Required
✓ An indication of whether the institution meets the criteria for this credit: Yes

✓ A brief description of the assessment(s): Purdue’s Office of Institutional Research, Office of Student Analytical Research, and Office of Strategic Planning and Assessment comply with various state and federal mandates to collect and make public certain types of information about our campus community. Periodical assessments are conducted to statistically inform the campus community about the dynamics of diversity and inclusion in the university environment. These are collected through a variety of university and college based survey instruments.

✓ Year the assessment was last administered:
  ▪ COACHE Survey – faculty – 2012
  ▪ NESSE – Student Survey – every three years
  ▪ University Climate Study - 2009

✓ A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives: These statistical results are presented openly to the Purdue community including students, faculty, and staff. These reports are available on the university website and guide institutional initiatives. A most recent example was the establishment of an LGBTQ center which was identified as a key issue in the institutions accreditation report as well as the last climate survey.
Optional
☑️ The website URL where information about the assessment(s) is available:
  http://www.purdue.edu/diversity-inclusion/diversity.html

**SCORING**
Institutions earn 2 points for having conducted a survey or assessment that meets the criteria outlined above. Partial points are not available for this credit. (2 points anticipated)
PAE CREDIT 8: SUPPORT PROGRAMS FOR UNDERREPRESENTED GROUPS  2/2

CREDIT RATIONALE
This credit recognizes institutions that have programs in place to support underrepresented groups on campus. Certain challenges accompany being a minority on campus. Schools can help create and maintain a diverse student body and help build diversity within academic disciplines by offering support programs to help individuals in underrepresented groups thrive academically and socially.

CRITERIA
Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

REPORTING FIELDS
Required
☒ An indication of whether the institution meets the criteria for this credit: Yes

☒ A brief description of the programs sponsored by the institution to support underrepresented groups within the student body: Purdue University has several departments that focus on supporting underrepresented students, past, present, and future. Some of these include:

- The Black Cultural Center provides purposeful, holistic, scholarly and co-curricular programming designed to enhance the understanding of the African American heritage. It enhances the academic, cultural and social development of the entire Purdue community. The center was established in 1969 as a place where the African American Experience in America could be explored, celebrated and shared. The nationally recognized center houses a library, computer lab, an art collection and the BCC ensembles. The performing ensembles include the Black Thought Collective, Black Voices of Inspiration, the Haraka Writers, Jahari Dance Troupe, and the New Directional Players. The BCC sponsors a Cultural Arts Series featuring prominent scholars and performing artists. Educational tours of the facility are also available for students and community members.

- The Diversity Resource Office (DRO) encourages, develops, administers, and assesses programs and activities that foster a climate celebrating the rich diversity of our university community. DRO, home of the DiversiKey Certificate Program and the L.E.A.D. Peer Mentor Program, offers training for diversity competencies in both the workplace and learning environments. Other diversity initiatives include the Connections Institute on Leadership and Diversity, Diversity in the Global Experience, the Intersections Student Diversity Conference, the annual Diversity Summit, and publication of the Religious, Ethnic, and Civic Observances Calendar.

- The Latino Cultural Center exists to provide the community awareness of the regional diversity of peoples, landscape, and cultures within the Latino
Community. Students established the center in 2003 as a place for them to learn, share and support Latino/Latina Culture. The LCC seeks to enhance diversity and awareness through education and programming within its 17 Latino-based organizations; through its volunteer program - Embajadores; and within its facility. The LCC serves students, faculty/staff, community, and alumni.

- The LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer) Advisory Board is a committee of faculty, staff, student leaders and community members that advises the Vice Provost for Diversity and Inclusion. The advisory board primarily focuses on issues related to sexual orientation and gender identity with respect to campus climate and inclusion. The group held its inaugural meeting in December 2007.

- The National Science Foundation's Louis Stokes Alliance for Minority Participation (LSAMP) Indiana project is collaboration among eight universities in the state of Indiana. The goal of the project is to increase the quality and quantity of students successfully completing science, technology, engineering and mathematics (STEM) baccalaureate degree programs. LSAMP has a long-term goal of increasing the number of students interested in, academically qualified for and matriculated into programs of graduate study in the STEM disciplines.

- The Native American Educational and Cultural Center represents the culmination of student, faculty, and administrative staff commitment to fostering a culturally diverse and intellectually inclusive campus environment. NAECC seeks to provide Native American students personal and professional enrichment opportunities in a culturally-appropriate fashion and to serve as a “second home” for current and prospective Native American students. Moreover, the NAECC’s intended inclusion of Native American tribal communities and non-Native Purdue students, faculty, and staff into campus educational, cultural, and research programs fosters an environment of mutual accountability and respect that is vital to crafting cross-cultural relationships and enhancing campus diversity.

- Science Bound is a partnership between Purdue University, the Indianapolis Public Schools (IPS), and the Indianapolis business community. The program was designed to help low income students prepare for careers in Engineering, Technology, Science, Agriculture, Math Science, Pre-Veterinary Medicine, Nursing, Pharmacy, and Health Sciences. Student participants are invited to join the program at the end of their fifth grade. Science Bound program elements include after school workshops, parent programs, summer camps, and internships. IPS students who have maintained a B average and successfully completed Science Bound activities qualify for tuition once admitted to Purdue University. Upon admittance, Purdue provides a series of initiatives to ease the transition from high school to college and ongoing support activities to assist with the college experience.
Purdue University China Center serves as the expert authority on China for the University, providing value-added information and expertise on Chinese culture, language, tourism, and scientific and business environments to academic programs, research project teams, and Indiana and Midwest businesses and communities.

Within the academic units there are additional programs and offices. A complete listing is located: https://diversity.purdue.edu/college.html

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty: The Black Caucus of Faculty and Staff was conceptualized in fall 1970 and eventually organized in September 1974. The purpose of the caucus is to identify and act upon those issues which affect Black people at Purdue and the community; maintain effective and positive relationship between the University and its Black constituency; reinforce self-awareness among Black people by implementing programs and activities; gather and disseminate information about available talent, opportunities, and activities that will provide the University with a comprehensive understanding of the dynamics of the Black experience; and carry out other activities of a charitable and educational nature to promote the welfare of Black faculty, staff, and students.

Purdue University Latino Faculty/Staff Association (LaFaSa) is an educational organization whose purpose is to be an advocate for the Latino issues in higher education, which also includes the educational welfare and advancement of the Latino community. The goals are to communicate interests, concerns, and awareness of Latinos/Latinas; assist in recruitment and retention of Latino/Latina faculty, staff, and students at Purdue University; foster the educational missions of the University and progress faculty and staff through the ranks; and enhance multicultural knowledge of Latinos/Latinas among faculty, staff, administration, and students of the Purdue and general community.

There are plans for a Native American as well as Asian American staff association.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff: The Black Caucus of Faculty and Staff was conceptualized in fall 1970 and eventually organized in September 1974. The purpose of the caucus is to identify and act upon those issues which affect Black people at Purdue and the community; maintain effective and positive relationship between the University and its Black constituency; reinforce self-awareness among Black people by implementing programs and activities; gather and disseminate information about available talent, opportunities, and activities that will provide the University with a comprehensive understanding of the dynamics of the Black experience; and carry out other activities of a charitable and educational nature to promote the welfare of Black faculty, staff, and students.
Purdue University Latino Faculty/Staff Association (LaFaSa) is an educational organization whose purpose is to be an advocate for the Latino issues in higher education, which also includes the educational welfare and advancement of the Latino community. The goals are to communicate interests, concerns, and awareness of Latinos/Latinas; assist in recruitment and retention of Latino/Latina faculty, staff, and students at Purdue University; foster the educational missions of the University and progress faculty and staff through the ranks; and enhance multicultural knowledge of Latinos/Latinas among faculty, staff, administration, and students of the Purdue and general community.

There are plans for a Native American as well as Asian American staff association.

Optional

☑️ **The website URL where more information about the programs in each of the three categories is available:** [http://www.purdue.edu/diversity-inclusion/index.html](http://www.purdue.edu/diversity-inclusion/index.html)

**Scoring**

Institutions earn 2 points for having programs that meet the criteria outlined above. Partial points are not available for this credit. *(2 points anticipated)*
PAE CREDIT 9: SUPPORT PROGRAMS FOR FUTURE FACULTY

4 points anticipated of 4 points available

Credit Rationale
This credit recognizes institutions that are taking steps to help build a more diverse faculty by supporting future faculty members from underrepresented groups. Having a diverse faculty helps provide a rich learning experience for all students. Mentoring and other support programs encourage the participation of underrepresented groups in higher education.

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.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the institution's programs that help increase the diversity of higher education faculty: Purdue has been recent recipient of the NSF Advance grant. The ADVANCE grants assist university with respect to increasing the presence of women in the STEM disciplines. The focus of our grant was to increase the number of women and specifically the number of URM women who are members of the STEM faculty. Institutional practices which have emerged since the beginning of the grant include the following:
  - Hiring and Bias Workshops - open to all faculty members participating in searches
  - Future Purdue Hiring Incentive Funds - funding which can be sought from the provost office as a way to leverage hiring of underrepresented faculty (women and underrepresented minorities)
  - Participant in Compact for Faculty Diversity - a program which features the largest gathering of URM Ph.D. students who are interested in going into the professoriate. We recruit annually at this event.
• We have developed a Post-Doctoral program which is focused on increasing the number of URM women in the STEM area.

• We have developed mentoring workshops for chairs and department heads. Several areas have developed mentoring programs.

• LSAMP – this NSF sponsored program provides research opportunities and financial support to URM students to prepare them to move on to the advanced degrees in STEM areas.

• AGEP – this NSF program supports URM doctoral students who are interested in moving into the professoriate.

Optional

☒ The website URL where more information about the program(s) is available: N/A

SCORING
Institutions earn 4 points for this credit by administering or participating in a program that meets the criteria outlined above. Partial points are not available for this credit. (4 points anticipated)
PAE CREDIT 10: AFFORDABILITY AND ACCESS PROGRAMS

3 points anticipated of 3 points available

CREDIT RATIONALE
This credit recognizes institutions that are implementing strategies to improve their accessibility and affordability. Achieving a college degree is a valuable tool in addressing inequity, but in order for higher education to help society move toward greater equity, schools must be accessible to low-income populations.

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.

REPORTING FIELDS
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of participation in federal TRIO programs: HORIZONS Student Support Services is a federally funded TRIO Program (Upward Bound) that was authorized by the Higher Education Amendments of 1968. It offers many services to our students. HORIZONS has designated work space for students to study and work on computer based homework. The computer lab is equipped with several computers, printers, and a scanner, that all HORIZONS students may use. There are also two laptops now available for students to checkout, for any class presentation they might need to give.

HORIZONS is specially designed to provide academic and social support for our students. This support is provided through the undergraduate years and is intended to lead to the successful completion of the university curriculum leading to a four-year degree. We provide various academic and cultural...
services to over 300 students annually. These services include counseling, mentoring and tutoring. Students are required to enroll in a study skills course and a community building lab for which they will receive a college credit, as well as valuable information on how to succeed in college.

HORIZONS also offers assistance with career decisions and preparation. Students that are unsure as to what they want to study can receive career counseling. A resume writing class is offered to help students prepare for their job search and possible interviews. For more information, please visit www.purdue.edu/odos/horizons/.

 ✓ **A brief description of policies and programs to minimize the cost of attendance for low-income students:** The Division of Financial Aid staff members assist students and families in weighing their options in paying for a Purdue education. As a state-supported university, Purdue serves both the resident taxpayers of Indiana and students from across the nation and world. The cost of attendance for both our resident and nonresident students is lower than the mean of our peer institutions. Even so, nonresidents, who pay higher tuition than Indiana residents, often need to develop comprehensive financing strategies to cover the cost of a Purdue degree. DFA helps evaluate the options families have and aids families with special circumstances.

In addition to counseling, DFA awards students from low-income backgrounds need-based aid. A calculation based on the information from the FAFSA is used to create a financial aid award for the student. In 2011-12 32,165 recipients were awarded over $561.3 million dollars, $231.6 million of which were scholarships and grants.

 ✓ **A brief description of programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:** Purdue has been recognized throughout the state, nationally, and globally as a premier learning institution, not only for our academic programs, but also for our student success efforts. (You can find information about rankings and recognition here: www.purdue.edu/newsroom/rankings/ranking.html.)

Purdue is not only recognized for having top-level academic programs and student success programs, but also for being an affordable educational institution and a good return on investment. Purdue has ranked in the Top 10 several times for SmartMoney’s “Payback” survey which quantifies the long-term value of college education. We have also been recognized by Princeton Review in the Top 150 “Best Value” colleges. Students, particularly those from Indiana, recognize they can attain an excellent education at an affordable cost.

- **21st Century Scholars (TFCS)**
  Purdue recently obtained an AmeriCorps position that will serve first- and second-year TFCS students who are not eligible for Purdue Promise. Purdue also provides TFCS College Mentors, a faculty or professional staff mentor, in each college who
are available to support TFCS students. Those mentors develop mentoring plans each year to engage TFCS students in the colleges.

- **Academic, Financial and Social Support**
  The low-income student population is diverse. Some students may also be underrepresented minorities. Some may have come from urban educational systems while others may have come from small rural school systems; neither may have fully prepared them for college. Some may have been home-schooled. Some may be first-generation college students. Some may come from foster care. No matter the students’ backgrounds, we have someone here to support them on campus.

In addition to all of the specific scholarship and support programs listed, Purdue offers a vast array of academic and social support programs. We have summer bridge programs (e.g., Academic Boot Camp) to help better prepare some students for academic life at Purdue. We have several cultural centers and yearlong diversity and cultural programming. For each student who comes to Purdue, there are advisors, financial aid counselors, personal counselors, academic support specialists, career counselors, and other faculty and staff who are here to assist him/her student in achieving his/her goals.

**A brief description of programs to prepare students from low-income backgrounds for higher education:** While not every student enrolled in the programs below is from a low-income background, many are. These programs are available to all students, preparing them for academic life at Purdue.

- **College Goal Sunday**
  College Goal Sunday is a program that helps college-bound Indiana students, who qualify for undergraduate admission to a college or technical school, and their families complete the Free Application for Federal Student Aid (FAFSA). College Goal Sunday provides on-site help from financial aid experts, primarily from Indiana colleges and universities. Most colleges, universities and vocational/technical schools in the nation require students seeking federal financial aid, including grants and loans, to complete the FAFSA. Your FAFSA form must be received by the federal processor on or before March 10. Twenty-first Century Scholars are required to complete and submit a FAFSA form to claim their Twenty-first Century Scholarships. College Goal Sunday will help all college-bound students, including Twenty-first Century Scholars, complete the FAFSA properly.

- **STAR**
  STAR is the Summer Transition, Advising, and Registration program at Purdue. Attendance is required for all first-time students. Incoming freshmen meet with their academic advisor and schedule classes for the fall semester. Many learning opportunities are offered throughout the day, including a session presented by the Division of Financial Aid (DFA) and Bursar’s Office entitled, “Paying for Purdue” that families are strongly urged to attend.
Families can meet with a financial aid counselor at the Paying for Purdue session to get answers to individual questions. See more information at www.purdue.edu/sats/STAR/.

- **Boiler Gold Rush**
  Boiler Gold Rush (BGR) is a five-day new student orientation program that takes place the week before classes start each year and is open to all new first-year and transfer students. What makes BGR such a unique experience is the small group size and peer mentor contact, which enable our new students to become better acquainted with Purdue and meet hundreds of new students before classes begin. Throughout the week of BGR new students participate in activities ranging from social events to learning about Purdue’s campus and traditions. A limited number of need-based waivers are available to cover all or part of the $320 fee.

- **Learning Communities**
  Through learning communities, first-year students have a great way to make friends and learn the ropes at Purdue. Research results at Purdue and programs across the United States show that students who take part in a learning community earn higher grades, make friends faster, and graduate at higher and faster rates than students who don't participate.

- **A brief description of scholarships for low-income students**: Many scholarships awarded through the Division of Financial Aid (DFA), are based on the student’s demonstrated financial need. Purdue University scholarships are funded by donations to the University from a wide variety of sources. Included are foundations, trusts, and bequests, as well as scholarships provided by businesses, industries, and individuals interested in supporting students.

Purdue provides accessibility to students regardless of economic circumstances, offering several institutional scholarships to help ease the financial burden for undergraduate students and their parents. Many of these scholarships can be found on DFA’s website www.purdue.edu/dfa. Below is a brief overview of the largest scholarships that are offered exclusively to students from low-income backgrounds.

- **Purdue Promise**
  The Purdue Promise program helps eligible Twenty-first Century Scholars, Emerging Urban Leaders, and Purdue Opportunity Award Scholars be successful at Purdue University, West Lafayette. The Purdue Promise four-year experience is comprised of financial assistance and targeted support rooted in four Guiding Principles: academic, social, leadership, and life skills development. Through a combination of support services and financial aid, Purdue Promise helps make attaining a college degree from Purdue a reality. The financial aid package is renewable for up to four years (total of eight semesters).

To be considered for the Purdue Promise Program, a student must come from a family with a combined (student and parent(s)) income of $40,000 or less per
Family income is calculated for the dependent student by adding parent and student adjusted gross income (AGI) from the tax return and all non-taxed income received by the student and parent. For the independent student, total family income represents adjusted gross income (AGI) from the student's tax return and all non-taxed income of the student and spouse (if married).

- **Purdue Opportunity Awards Program**
  The Purdue Opportunity Awards Program (POA) provides scholarship monies and support programming to income eligible Twenty-first Century Scholars from Indiana. Made possible through the generosity of Purdue’s alumni and friends, qualified students may receive a scholarship package as long as they fulfill the requirements of the program, one of which includes full participation in the Purdue Promise support program for four years. The Purdue Opportunity Award criteria are the same as the Purdue Promise program.

- **Emerging Urban Leaders Scholarship**
  As part of Purdue University’s efforts to recruit and retain more students with diverse backgrounds, Purdue has created the Emerging Urban Leaders Scholarship. A key goal of the scholarship is to boost the number of students from major urban areas near Purdue.

  Students are selected for the Emerging Urban Leaders Scholarship based on their academic promise and their leadership potential. Preference will be given to students majoring in STEM disciplines. Indiana residents will receive $5,000 annually, and out-of-state students will receive $15,000. Cities initially targeted include Indianapolis, Gary, Hammond, East Chicago, and Chicago. However, gifts that would fully support a student from another major urban district are welcome. [marketing.purdue.edu/Auctions/Apollo11/Scholarship](marketing.purdue.edu/Auctions/Apollo11/Scholarship)

- **Science Bound**
  Science Bound is a partnership between Purdue University, the Indianapolis Public Schools and the Indianapolis business community. It is designed to work with students from low-income backgrounds and help prepare them for careers in Engineering, Technology, Science, Agriculture and Math Science. Students are invited to join the program at the end of the fifth grade. IPS students must maintain a 3.1 GPA and attend 75% of Science Bound activities. At IPS, there are four major components:
  1. After school workshops and activities
  2. Parent Program
  3. Summer Camps and Internships
  4. Other projects and Workshops

  Students who successfully complete the five-year program receive a full four-year tuition scholarship to Purdue University. Because most of the students are the first in their families to attend college, any enrollment in higher education is considered a success story.
A brief description of programs to guide parents of low-income students through the higher education experience: Parents of Purdue students are a key partner in the financing of a Purdue education. Parents do more than send money; they can help students understand financial concepts, responsibility, and the investment they make in a college education. Purdue actively communicates with parents and families. From providing tools to help estimate the awards they can expect to receive from Purdue’s Division of Financial Aid to offering a wide range of educational materials to help families become more financially literate.

- Aid Estimator
  Parents and students who wish to calculate an early estimate of their eligibility for financial aid may fill out Purdue’s Early Financial Aid Estimator. ([www.purdue.edu/apps/onepurdue/finaid/](http://www.purdue.edu/apps/onepurdue/finaid/)) This is an estimate for early planning purposes only. Final eligibility for financial aid will be determined by data from the Free Application for Federal Student Aid (FAFSA).

- MyMoney
  Whether it’s devising and following a budget or choosing the right investments, being able to manage personal finances is a learned skill. MyMoney’s mission is to help you attain financial freedom by giving you the tools and information needed to empower you to wisely manage debt and increase your knowledge and awareness of financial issues.

Through collaboration with financial professionals, MyMoney is committed to strengthening the financial fitness of all Purdue University students, parents, staff and others within our community. ([www.purdue.edu/mymoney/](http://www.purdue.edu/mymoney/))

- Paying for Purdue
  Paying for Purdue highlights various methods available to students to manage the costs of attending Purdue. ([www.purdue.edu/dfa/pfp/PayingForPurdue1213.pdf](http://www.purdue.edu/dfa/pfp/PayingForPurdue1213.pdf))

- Academic Success Center Communication to Parents

- Parent Information from the Division of Financial Aid
  ([www.purdue.edu/dfa/parentinfo.php](http://www.purdue.edu/dfa/parentinfo.php))

A brief description of targeted outreach to recruit students from low-income backgrounds: The Division of Financial Aid’s Outreach Services took part in 126 outreach programs during 11-12, with a total of 16,008 attendees. Many of these programs are targeted toward incoming freshman from all backgrounds. The programs and presentations include the Money Smart Cash Course, Paying for Purdue, STAR, college fairs and high school visits.

A brief description of other admissions policies or programs: ([www.purdue.edu/purdue/admissions/](http://www.purdue.edu/purdue/admissions/))
A brief description of other financial aid policies or programs: Purdue’s Division of Financial Aid (DFA www.purdue.edu/dfa) calculates an estimated cost of attendance for student financial aid applicants based on federal student aid guidance. DFA surveys a sample of students every three years to help estimate costs accurately. Cost of attendance estimates vary based on enrollment level each semester and a variety of other factors. Estimated costs include tuition and fees; housing, food; books and supplies; and travel and miscellaneous expenses. For the most current costs, click here:

- Tuition and fees: www.purdue.edu/bursar/tuition/fees_wl.html
- Other costs: www.purdue.edu/dfa/cost/index.php

Special Circumstances
If your family has experienced a significant change in income, we encourage you to speak with a financial aid counselor at DFA about your circumstances. If the counselor finds that the revision could change the Expected Family Contribution (EFC) resulting in additional financial aid eligibility, then they will provide the family a Special Circumstance Appeal Form. The family will complete and return the form with documentation. Families should allow a minimum of 2-3 weeks (longer in April and May) for processing. Note: All families requesting a Special Circumstance Appeal will be required to provide verification of FAFSA information before the appeal can be processed.

A brief description of other policies and programs not covered above:

- Academic Success Center
  The mission of the ASC is to help students reach their academic goals. The learning strategies that can be acquired at the Academic Success Center will make students more successful in the classroom and later in professional life.

  Student’s fingertip guide for general studies courses:
  www.purdue.edu/sats/asc/documents/students%20fingertip%20guide%20Spring%202013.pdf
  www.purdue.edu/sats

Optional

- The website URL where information about programs in each of the areas listed above is available: www.purdue.edu

Scoring
Institutions earn 3 points for this credit by having programs or policies that meet the criteria outlined above. Partial points are not available for this credit. (3 points anticipated)
PAE Tier Two Credit 1: Gender Neutral Housing 0.25 / 0.25
0.25 points anticipated of 0.25 points available

Criteria
Institution offers housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice).

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the program, policy, or practice: University policy includes the statement “The student has the right to freedom from unlawful discrimination on the basis of race, gender, religion, color, age, national origin or ancestry, disability, marital status, parental status, sexual orientation, or status as a Vietnam-era veteran” in Article 8 of the Student Conduct section. Our University Residences department will assist individual students who have transgender or transitioning needs to find an assignment, within either graduate or undergraduate space as appropriate that both meets those needs and provides a secure environment for the student.

Optional
☑ The website URL where information about the program, policy, or practice is available: http://www.purdue.edu/univregs/studentconduct/studentrights.html
Criteria
Institution makes cultural competence trainings and activities available to all employees.

Reporting Fields
Required
✓ An indication of whether the institution meets the criteria for this credit: Yes
✓ A brief description of the cultural competence trainings and activities: Cultural competence training and activities are available through numerous venues on the campus for faculty, staff and students. Key to all of the initiatives is the utilization of effective assessment measures.

- The Diversity Resource Office (DRO) encourages, develops, administers, and assesses programs and activities that foster a climate celebrating the rich diversity of our university community. DRO, home of the DiversiKey Certificate Program and the LEAD. Peer Mentor Program, offers training for diversity competencies in both the workplace and learning environments. Other diversity initiatives include the Connections Institute on Leadership and Diversity, Diversity in the Global Experience, the Intersections Student Diversity Conference, the annual Diversity Summit, and publication of the Religious, Ethnic, and Civic Observances Calendar.

- The Office of Institutional Equity supports Purdue University’s mission to promote human and intellectual diversity by providing equal access and opportunity through fostering an inclusive environment for all members of the University community. The office develops and directs the affirmative action program for the West Lafayette campus and serves as a resource and coordinator of Purdue University’s system-wide affirmative action activities, including the Calumet, Fort Wayne, and North Central campuses. The Office of Institutional Equity works with the Purdue University community in implementing and upholding policies and practices that are consistent with federal and state mandates as well as existing University policies regarding equal access, equal employment and educational opportunity for all persons, without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or veteran status.

- The mission of the Susan Bulkeley Butler Center for Leadership Excellence is to develop leadership capacity through research, education and collaborations that help advance inclusion and broaden representation in academic administration. The Butler Center provides research support, educational seminars, workshops and experiences that enhance both aspiring and experienced leaders’ understanding and ability to manage
today's complex institutions of various types, particularly colleges and universities. Hallmark programs, such as Purdue Women Lead, the Women's Resource Network and the Purdue Conference for Pre-Tenure Women, support, with collaboration from other University units and organizations, the preeminence of Purdue University as a leader, as well as a university that is welcoming and inclusive of its diversity of women students, staff and faculty while recognizing the achievements and relevance of women in all its aspects.

The Division provides on-going cultural programming for the campus. For a comprehensive listing of programs visit www.diversity.purdue.edu. Two new offerings in the 2012-13 programs have included:

- One Community - A series of eight conversations which have highlighted the lived experienced a number of identity groups including: LGBT, Native American, Latino, Internationals, Asian Americans, People with Disabilities, Women, African Americans, and People with Religious Differences. During the sessions, panels from the respective groups share their story and engage the audience in discussion. This has been a widely successful series.

- Safezone training - provides an understanding of the unique challenges facing LGBTQ students, faculty and staff in higher education. There has been strong demand for these programs.

Optional
- The website URL where information about the trainings and activities are available: https://diversity.purdue.edu/programguide/
PAE Tier Two Credit 3: Student Training Opportunities

0.25 points anticipated of 0.25 points available

Criteria
Institution makes cultural competence trainings and activities available to all students.

Reporting Fields
Required

☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the cultural competence trainings and activities:

- The Diversity Resource Office (DRO) encourages, develops, administers, and assesses programs and activities that foster a climate celebrating the rich diversity of our university community. DRO, home of the DiversiKey Certificate Program and the L.E.A.D. Peer Mentor Program, offers training for diversity competencies in both the workplace and learning environments. Other diversity initiatives include the Connections Institute on Leadership and Diversity, Diversity in the Global Experience, the Intersections Student Diversity Conference, the annual Diversity Summit, and publication of the Religious, Ethnic, and Civic Observances Calendar.

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- The mission of the Susan Bulkeley Butler Center for Leadership Excellence is to develop leadership capacity through research, education and collaborations that help advance inclusion and broaden representation in academic administration. The Butler Center provides research support, educational seminars, workshops and experiences that enhance both aspiring and experienced leaders’ understanding and ability to manage today’s complex institutions of various types, particularly colleges and universities. Hallmark programs, such as Purdue Women Lead, the Women’s Resource Network and the Purdue Conference for Pre-Tenure Women, support, with collaboration from other University units and organizations, the preeminence of Purdue University as a leader, as well as a university that is
welcoming and inclusive of its diversity of women students, staff and faculty while recognizing the achievements and relevance of women in all its aspects.

- Student training also occurs through the auspices of each of the cultural centers in the division. Additionally, programming is offered in conjunction with Student Affairs for the following areas:
  - Boiler Gold Rush – 1st year student orientation week
  - Mortarboard Leadership Conference
  - Multicultural Leadership Annual Conference
  - Greek Affairs
  - Student Success Office
  - Classroom

Optional

☑ The website URL where information about the trainings and activities are available: https://diversity.purdue.edu/programguide/
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PLANNING, ADMINISTRATION, & ENGAGEMENT

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.

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PAE CREDIT 11: SUSTAINABLE COMPENSATION

8 points anticipated of 8 points available

CREDIT RATIONALE
This credit recognizes institutions that take proactive steps to ensure that their lowest paid workers earn a sustainable compensation. Poverty, or the inability of current generations to meet their needs, is a sustainability challenge even in developed countries such as the United States and Canada. By providing employees sustainable wages, a university or college can enfranchise its entire workforce so that each individual can contribute positively and productively to the community.

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, and
- 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.

REPORTING FIELDS
Required

- Total number of employees working on campus (including contractors, if applicable): 15,376

- Number of employees that the institution ensures earn a sustainable compensation (including contractors, if applicable): 15,376

- A brief description of how the institution ensures that the institution’s lowest-paid on-campus workers (including contractors, if applicable) receive sustainable compensation: The University conducts an audit every two weeks to ensure that all Purdue employees are earning at or above minimum wage. In addition, the Office of the Vice President for Human Resources compiles a Governance Report to the Board of Trustees on Faculty and Staff Compensation annually. The intent of this report is to benchmark Purdue’s salaries and total compensation against a peer group of institutions in higher education.
The most recent year total compensation for the institution’s lowest-paid workers was evaluated to ensure that it was sustainable: Governance Report to the Board of Trustees on Faculty and Staff Compensation – May 2012 (https://www2.itap.purdue.edu/bot/viewDocument.cfm?id=5358)

Optional
The website URL where information about the institution’s compensation policies and practices is available: http://www.purdue.edu/hr/Compensation/

**Scoring**
Institutions earn the maximum 8 points available for this credit when all employees working on campus—both employees of the institution and those of contractors operating on site (e.g. maintenance crews, dining services employees)—receive sustainable compensation. Incremental points are available based on the percentage of employees that earn sustainable compensation. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Employees that the Institution Ensures Earn Sustainable Compensation (#)</th>
<th>Divide</th>
<th>Total Number of Employees (Including Contractors) (#)</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>x</td>
<td>15,376</td>
<td>÷</td>
<td>15,376</td>
<td>=</td>
<td>8.00</td>
</tr>
</tbody>
</table>
PAE Credit 12: Employee Satisfaction Evaluation

Not achieved

Credit Rationale
This credit recognizes institutions that take an active interest in the satisfaction of their employees by conducting a regular survey of employee satisfaction. Surveying employees about job satisfaction helps institutions gauge their performance as an employer and can identify strengths as well as areas for development.

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.

Reporting Fields
Required
☐ An indication of whether the institution meets the criteria for this credit: No

☐ A brief description of the institution’s methodology for evaluating employee satisfaction: Employee satisfaction surveys have been conducted on a department basis. Faculty were surveyed in 2011. Physical Facilities, Housing and Food Services and Human Resources staff were all surveyed in 2008.

Many of the other departments or areas on campus regularly conduct staff satisfaction surveys. However, dates of these surveys are not presently tracked centrally. At the current time there is no university-wide methodology in place.

☐ The year the employee satisfaction evaluation was last administered: For Faculty – 2011. For Physical Facilities, Housing and Food Services and Human Resources staff – 2008.

☐ The website URL where information about the institution’s employee satisfaction evaluation process is available: N/A

Scoring
Institutions earn 2 points for meeting the criteria outlined above. Partial points are not available for this credit. (0 points anticipated)

Reason for Not Achieving
Purdue has not had a comprehensive employee satisfaction program that was conducted university-wide on a five year cycle. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit. Human Resources is implementing a campus-wide employee satisfaction survey in the spring of 2013.
PAE Credit 13:
Staff Professional Development in Sustainability
Not achieved

Credit Rationale
This credit recognizes institutions that offer training and/or other professional development opportunities in sustainability for their staff. Staff members in each department make important contributions to an institution’s sustainability performance. By offering training and professional development opportunities in sustainability to all staff members, an institution helps equip its staff to implement sustainable practices and systems and to model sustainable behavior for students and the rest of the campus community.

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

Reporting Fields
Required
☐ An indication of whether the institution meets the criteria for this credit: No

☐ A brief description of the sustainability trainings and professional development opportunities available to staff: N/A

☐ The website URL where information about staff training opportunities in sustainability are available: N/A

Scoring
Institutions earn 2 points for meeting the criteria outlined above. Partial points are not available for this credit. (0 points anticipated)

Reason for Not Achieving
Although certain departments offer sustainability training, Purdue does not currently offer staff professional development in sustainability centrally to all staff members. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit.
PAE CREDIT 14: SUSTAINABILITY IN NEW EMPLOYEE ORIENTATION

Not achieved

CREDIT RATIONALE
This credit recognizes institutions that address sustainability issues during new employee orientation. Including sustainability in new employee orientation helps establish sustainability as an institutional priority and part of the campus culture.

Providing information and tools about the institution’s sustainability programs and options at the time when an employee is getting acquainted with his or her new employer and developing new work routines and habits can help encourage the adoption of environmentally and socially preferable habits, routines, and choices.

CRITERIA
Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

REPORTING FIELDS
Required
- An indication of whether the institution meets the criteria for this credit: No
- A brief description of how sustainability is included in new employee orientation: N/A

Optional
- The website URL for the information about sustainability in new employee orientation: N/A

SCORING
Institutions earn 2 points for meeting the criteria outlined above. Partial points are not available for this credit. (0 points anticipated)

REASON FOR NOT ACHIEVING
Purdue does not currently address sustainability in new employee orientation. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit.
**PAE Credit 15: Employee Sustainability Educators Program**

Not achieved

**Credit Rationale**
This credit recognizes institutions that coordinate programs in which faculty and staff members educate and mobilize their peers around sustainability initiatives and programs. Engaging faculty and staff in peer educator roles can help disseminate sustainability messages more widely and encourage broader participation in sustainability initiatives.

**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.

**Reporting Fields**
Required
- Total number of people employed by the institution: N/A
- For each peer-to-peer outreach program, report
  - Program name: N/A
  - Number of employees served by the program: N/A
  - A brief description of how the employee educators are selected: N/A

Optional
- The website URL where information about the program is available: N/A

**Scoring**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Employees Served by a Peer-to-Peer Outreach Program (#)</th>
<th>Divide</th>
<th>Total Number of Employees (#)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>x</td>
<td>N/A</td>
<td>÷</td>
<td>N/A</td>
<td>=</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Reason for Not Achieving**
Purdue does not yet have an employee sustainability educators program. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit.
0.25 points anticipated of 0.25 points available

**C R E T E R I A**

Institution has an on-site child care facility, partners with a local facility, and/or provides subsidies or financial support to help meet the child care needs of students, faculty, and staff.

**R E P O R T I N G  F I E L D S**

Required

☑️ **An indication of whether the institution meets the criteria for this credit**: Yes

☑️ **A brief description of the child care program, policy, or practice**: Purdue offers several childcare options for employees. The Ben and Maxine Miller Child Development Laboratory School is open to children of Purdue students, faculty, and staff first. Any additional spots are open to the general public. This school is for children from 6 weeks to 5 years old. Children's Choice at the Patty Jischke Center also provides childcare for Purdue faculty, staff, and students. The Purdue Village Preschool is open to Purdue Village families and children of faculty, staff, and students. Purdue also provides assistance in finding off-campus childcare facilities.

Optional

☑️ **The website URL where information about the program, policy, or practice is available**: [http://www.purdue.edu/hr/Childcare/index.html](http://www.purdue.edu/hr/Childcare/index.html)
Tier Two Credit 5: Employee Wellness Program

0.25 points anticipated of 0.25 points available

Criteria
Institution has an employee assistance or wellness program that provides counseling, referral, and well-being services to employees.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the employee wellness program, policy, or practice:
  Purdue’s WorkLife Program provides services to faculty, staff, retirees, graduate students, and all respective spouses. WorkLife offers programs/workshops covering topics related to financial issues, weight management, chronic disease, nutrition, mind/body wellness, stress management, worklife and more. WorkLife provides onsite employee assistance and nutrition counseling in one-on-one appointments. WorkLife also delivers services such as flu shots and wellness screenings, and serves as a resource and referral for eldercare and child care.

Optional
☑ The website URL where information about the program, policy, or practice is available: www.purdue.edu/worklife
PAE Tier Two Credit 6: Socially Responsible Retirement Plan

Not achieved

Criteria
Institution offers a socially responsible investment option for retirement plans.

Reporting Fields
Required
☐ An indication of whether the institution meets the criteria for this credit: No
☐ A brief description of the socially responsible investment option for retirement plans: N/A

Optional
☐ The website URL where information about the program, policy, or practice is available: N/A

Reason for Not Achieving
Purdue does not have a socially responsible investment option for retirement plans. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit.
PLANNING, ADMINISTRATION, & ENGAGEMENT

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 companies 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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAE Credit 16</td>
<td>Committee on Investor Responsibility</td>
<td>2</td>
</tr>
<tr>
<td>PAE Credit 17</td>
<td>Shareholder Advocacy</td>
<td>5</td>
</tr>
<tr>
<td>PAE Credit 18</td>
<td>Positive Sustainability Investments</td>
<td>9</td>
</tr>
<tr>
<td>PAE Tier Two</td>
<td>Investment Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Student-Managed SRI Fund</td>
<td>0.25</td>
</tr>
<tr>
<td>8</td>
<td>Sustainable Investment Policy</td>
<td>0.25</td>
</tr>
<tr>
<td>9</td>
<td>Investment Disclosure</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Total 16.75
PAE CREDIT 16: COMMITTEE ON INVESTOR RESPONSIBILITY

Not achieved

CREDIT RATIONALE
This credit recognizes institutions with an established and active committee on investor responsibility (CIR) with multi-stakeholder representation. Establishing a CIR provides a structure for fostering dialogue on investment decisions, and can help campuses make responsible investment decisions that promote sustainability. Drawing CIR membership from multiple sectors of the campus community provides educational experiences for involved students, faculty, alumni, and staff. In addition, a multi-stakeholder CIR is consistent with the sustainability principle of shared governance.

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.

REPORTING FIELDS
Required
- An indication of whether the institution 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: N/A
- Members of the CIR, including affiliations: N/A

Optional
- Recent examples (within the past 3 years) of CIR actions: N/A
- The website URL where information about the committee is available: N/A

SCORING
Institutions earn 2 points for having a CIR or other body that meets the criteria outlined above. Partial points are not available for this credit. (0 points anticipated)

REASON FOR NOT ACHIEVING
Purdue does not currently have a Committee on Investor Responsibility. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit.
PAE CREDIT 17: SHAREHOLDER ADVOCACY
Not achieved

CREDIT RATIONALE
This credit recognizes institutions that use their investment power to promote corporate sustainability. This could take the form of withholding investments from companies or industries that are particularly unsustainable or engaging with companies in which they hold investments. Divestment can be an important tool in safeguarding human rights, protecting the environment, and promoting social responsibility. Similarly, screening companies for sustainability enables institutions to align their investments with their values. In addition, screening may protect institutions from the financial consequences of fines, lawsuits, customer boycotts and damages to a company's reputation that may result from unsustainable corporate behavior. Filing and co-filing shareholder resolutions and directly communicating with the companies in which the school is invested can be important tools in improving the sustainability performance of those businesses.

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.

REPORTING FIELDS
Required

☐ An indication of whether the institution has filed or co-filed one or more shareholder resolutions that address sustainability during the past three years: No

☐ An indication of whether the institution has submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years: No
An indication of whether the institution has 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. Include any resolutions filed or co-filed, correspondence with companies, negative screens performed, and/or divestment efforts in which the institution participated: N/A

Optional
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: N/A

SCORING
Institutions earn 5 points for meeting the criteria outlined above. Partial points are not available for this credit. (0 points anticipated)

REASON FOR NOT ACHIEVING
Purdue’s Investment Policy does not limit the investment universe or use investment power to promote corporate sustainability. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit.
PAE CREDIT 18: POSITIVE SUSTAINABILITY INVESTMENTS

Not achieved

CREDIT RATIONALE
This credit recognizes institutions that seek positive investments that promote sustainability. Positive investing supports socially and environmentally responsible practices and the development of sustainable products and services.

Investing in community development financial institutions (CDFIs) promotes sustainability by helping provide credit to individuals and communities who are underserved by conventional lending institutions. In addition, CDFIs provide an opportunity for institutions to invest in their local communities.

This credit uses percentage of total investment pool to provide a metric that is comparable between campuses without penalizing smaller investors. In addition, using a percentage allows institutions to track their progress over time.

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), and
- 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.

REPORTING FIELDS
Required
- Total value of the investment pool (US/Canadian dollars): N/A
- Value of holdings in each of the following categories:
  - Sustainable industries, such as renewable energy or sustainable forestry (US/Canadian dollars): N/A
  - Businesses selected for exemplary sustainability performances (US/Canadian dollars): N/A
  - Sustainability investment funds, such as a renewable energy investment fund (US/Canadian dollars): N/A
  - Community development financial institutions (CDFI) (US/Canadian dollars): N/A
- Socially responsible mutual funds with positive screens (US/Canadian dollars): N/A

☐ A brief description of the companies, funds, and/or institutions referenced above. Specific disclosure of holdings (e.g. fund or company names) is not required; general information about the industries or fund types represented by the holdings is sufficient for this field: N/A

Optional
☐ The website URL where information about the institution’s sustainability investment activities is available: N/A

**SCORING**
Institutions earn the maximum of 9 points available for this credit by investing 30 percent or more of their investment pool in one of the ways outlined above. Incremental points are available based on the percentage of the investments that meet one or more criteria outlined above. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Total Positive Sustainability Investments ($)</th>
<th>Divide</th>
<th>Total Investment Pool ($)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>x</td>
<td>N/A</td>
<td>÷</td>
<td>N/A</td>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>

**REASON FOR NOT ACHIEVING**
Purdue’s Investment Policy does not limit the investment universe and does not seek positive investments that promote sustainability. Therefore, Purdue’s current operations do not meet the requirements of this credit.
**PAE Tier Two Credit 7:**

**Student-Managed Sustainable Investment Fund**

Not achieved

**Criteria**

Institution has a student-managed sustainable investment fund through which students can develop socially and/or environmentally responsible investment skills and experience with governance.

Green revolving funds may be counted for this credit.

**Reporting Fields**

Required

- An indication of whether the institution meets the criteria for this credit: No

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

Optional

- The website URL where information about the fund is available: N/A

**Reason for Not Achieving**

Purdue does not have a student-managed sustainable investment fund. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit.
Puated Tier Two Credit 8: Sustainable Investment Policy

Not achieved

Criteria
Institution has a policy, practice, or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations.

Reporting Fields
Required
- An indication of whether the institution meets the criteria for this credit: No
- A brief description of the sustainable investment policy: N/A

Optional
- The website URL where information about the policy is available: N/A

Reason for Not Achieving
Purdue does not have a sustainable investment policy. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit.
PAE Tier Two Credit 9: Investment Disclosure

0.25 points anticipated of 0.25 points available

Criteria
Institution makes a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes
☑ A brief description of the institution’s investment disclosure practices: Purdue is subject to the Indiana Statutes on “Access to Public Records” and will disclose investment holdings, including the amount invested in each fund and proxy voting records if available by formal request.

Optional
☑ The website URL where information about investment disclosure available: N/A
## 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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAE Credit 19</td>
<td>Community Sustainability Partnerships</td>
<td>2</td>
</tr>
<tr>
<td>PAE Credit 20</td>
<td>Inter-Campus Collaboration on Sustainability</td>
<td>2</td>
</tr>
<tr>
<td>PAE Credit 21</td>
<td>Sustainability in Continuing Education</td>
<td>7</td>
</tr>
<tr>
<td>PAE Credit 22</td>
<td>Community Service Participation</td>
<td>6</td>
</tr>
<tr>
<td>PAE Credit 23</td>
<td>Community Service Hours</td>
<td>6</td>
</tr>
<tr>
<td>PAE Credit 24</td>
<td>Sustainability Policy Advocacy</td>
<td>4</td>
</tr>
<tr>
<td>PAE Credit 25</td>
<td>Trademark Licensing</td>
<td>4</td>
</tr>
<tr>
<td>PAE Tier Two</td>
<td>Public Engagement Tier Two Credits</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Graduation Pledge</td>
<td>0.25</td>
</tr>
<tr>
<td>11</td>
<td>Community Service on Transcripts</td>
<td>0.25</td>
</tr>
<tr>
<td>12</td>
<td>Farmers’ Markets</td>
<td>0.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>31.75</strong></td>
</tr>
</tbody>
</table>
PAE CREDIT 19: COMMUNITY SUSTAINABILITY PARTNERSHIPS

2 points anticipated of 2 points available

CREDIT RATIONALE
This credit recognizes institutions that have developed partnerships with their local communities to advance sustainability. As leaders within their local communities, colleges and universities can be powerful allies and partners in building sustainability education and engagement in these communities and beyond.

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.

REPORTING FIELDS
Required
- An indication of whether the institution meets the criteria for this credit: Yes
- A brief description of the institution’s sustainability partnerships with the local community:
  Purdue partners with the city of West Lafayette to send its food waste from the dining courts to the West Lafayette Wastewater Treatment Plant to be used in the anaerobic digester. Methane is collected from the food waste and used to supply about 15% of the plant’s electricity and lower its carbon footprint.

Purdue partners with Greater Lafayette Commerce to host the Purdue Campus Farmers Market every Thursday during the summer and fall on campus. The partnership provides an opportunity for students to purchase fresh locally grown produce and connects them with local businesses and farmers.

The Engineering Projects in Community Service (EPICS) class capitalizes on the engineering strength of Purdue by matching student project groups with community partners to solve problems. The project areas are human services, access and abilities, education and outreach, and the environment.

The Exemplary Community Partner Award distinguishes local organizations that contribute to student experiences by providing volunteer and educational opportunities. The award was established in 2012, and the first winner was the Lafayette Crisis Center.

Optional
- The website URL where information about sustainability partnerships is available:
  http://www.lafayettefarmersmarket.com/default.htm
  https://engineering.purdue.edu/EPICS
  http://www.purdue.edu/community_relations/initiatives/partner.html
**SCORING**
Institutions earn 2 points for having partnerships that meet the criteria outlined above. Partial points are not available for this credit. *(2 points anticipated)*
PAE CREDIT 20: INTER-CAMPUS COLLABORATION ON SUSTAINABILITY

Credit Rationale
This credit recognizes institutions that collaborate with other colleges or universities to help build campus sustainability broadly. Institutions can make significant contributions to sustainability by sharing their experiences and expertise with other colleges and universities. Sharing best practices and lessons learned can help other institutions realize efficiencies that accelerate the movement to sustainability.

Criteria
Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

Reporting Fields
Required
☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions: A non-exhaustive list of collaborative sustainability research includes the following:

- Global Policy Research Institute Research Incentive Awards
  U.S.-Mexico Workshop on Sustainable Biofuels Production
  Principal Investigator: Arvind Varma, Chemical Engineering
  Co-Investigators:
  Enrico Martinez, Chemical Engineering
  Michael Ladisch, Agricultural and Biological Engineering
  Maureen McCann, Biological Sciences
  Arvind Raman, Mechanical Engineering
  Anatoli Rapoport, Curriculum and Instruction
  John Sutherland, Environmental and Ecological Engineering
  Ignacio Grossmann, Chemical Engineering - Carnegie Mellon Univ.

- A Global Spatially-Explicit, Open-Source Data Base for Analysis of Agriculture, Forestry, and the Environment: Kickoff Workshop for a 2 Year Pilot Project
  Principal Investigator: Thomas Hertel, Agricultural Economics
  Co-Investigators:
  Nelson Villoria, Agricultural Economics
  Carol Song, ITaP
  Christopher Miller, Library Science
  International Co-Investigators:
  Wolfgang Brigz, Bonn University, Germany
  Noah Diffenbaugh, Stanford University
Glenn Hyman, International Center for Tropical Agriculture
Andrew Nelson, International Rice Research Institute, Philippines
Navin Ramankutty, McGill University, Montreal
Stefan Siebert, Bonn University, Germany
Stanley Wood, International Food Policy Research Institute, D.C

- Increasing Electricity Trading and Environmental Sustainability in Southeast Europe

  Principal Investigator:
  Paul Preckel, Agricultural Economics, Energy Center

  Co-Investigators:
  Brian Bowen, American University, Kosovo
  James Myers, Rochester Institute of Technology
  Benjamin Gramig, Agricultural Economics
  F.T. Sparrow, Professor Emeritus, Purdue
  Fadel Ismajli, Kosovo Transmission System and Market Operator
  Skender Isufi, Korporata Energjetike e Kosoves Kosovo
  Agon Meca, Albania
  Verica Taseska, Macedonian Academy of Sciences and Arts

Researchers are also engaged with NSF, NASA, World Bank, DOE, NIT, US EPA, USAID, USDA, and The Nature Conservancy.

- The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:
  - AASHE
  - USGBC
  - Indiana Green Campus Network
  - Arbor Day Foundation
  - National Wildlife Foundation / Indiana Wildlife Federation
  - Greater Indiana Clean Cities Coalition

- A brief summary of additional ways the institution collaborates with other campuses to advance sustainability: Purdue actively collaborates with other campuses within Indiana and abroad through the sharing of information, case studies, and resources. Much of the collaboration is facilitated through networking and relationships built at regional and national conferences.

Optional

- The website URL where information about cross-campus collaboration is available: [http://www.purdue.edu/discoverypark/environment/](http://www.purdue.edu/discoverypark/environment/)
  [http://www.purdue.edu/research/gpri/](http://www.purdue.edu/research/gpri/)
  [http://www.purdue.edu/discoverypark/climate/](http://www.purdue.edu/discoverypark/climate/)

**SCORING**
Institutions earn 2 points for having programs or practices that meet the criteria outlined above. Partial points are not available for this credit. (2 points anticipated)
PAE CREDIT 21: SUSTAINABILITY IN CONTINUING EDUCATION

7 points anticipated of 7 points available

CREDIT RATIONALE
This credit recognizes institutions that provide continuing education courses and programs in sustainability to the community. Such courses train community members in sustainability topics and help build knowledge about the subject. They can also provide the training people need to obtain and perform green jobs. Certificate programs offer professional recognition for sustainability training and are important tools in helping students obtain, perform, and advance their position in green jobs.

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.

REPORTING FIELDS
Required
☑ An indication of whether the institution offers continuing education courses that are focused on or related to sustainability: Yes

☑ An indication of whether the institution has a sustainability-related certificate program through its continuing education or extension department: Yes

Conditional
Required if the institution is claiming points based on the percentage of continuing education courses that address sustainability (Part 1):
☑ Number of sustainability continuing education courses offered: 11

☑ Total number of continuing education courses offered: 44

Required if the institution is claiming points for having a sustainability-themed certificate program (Part 2):
☑ A brief description of the certificate program: The Green Enterprise Development certificate program offered through Purdue Continuing Education and Purdue Technical Assistance Program offers three levels of instruction in the implementation of sustainable, environmentally friendly practices in the workplace. Level 1 is the Green Generalist certificate which is earned by 8 instructional hours. Level 2 is the Green Specialist certificate which includes modules such as Sustainability in Practice, Dumpster Dive, Energy Management,
H₂O, Conserve, Pollution Solutions, and Green Chemistry. Level 3 is the SME Green Manufacturing Specialist Certificate which is earned by passing an exam.

☑️ Year the certificate program was created: 2008

Optional

☑️ The website URL where information about sustainability in continuing education courses is available:
https://www.distance.purdue.edu/training/greenGeneralist/

**SCORING**

Part 1
Institutions earn the maximum of 4 points for this credit when sustainability courses comprise 10 or more percent of all continuing education courses offered. Incremental points are available based on the percentage of course offerings that are sustainability-focused or related. Courses that can be taken for academic credit are not included in this credit. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Sustainability Continuing Education Courses (#)</th>
<th>Divide</th>
<th>Total Number of Continuing Education Courses Offered (#)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>x</td>
<td>11</td>
<td>÷</td>
<td>44</td>
<td></td>
<td>4.00</td>
</tr>
</tbody>
</table>

Part 2
Institutions earn 3 points for having a certificate program that meets the criteria outlined above. Partial points are not available for this part of the credit. (3 points anticipated)
PAE CREDIT 22: COMMUNITY SERVICE PARTICIPATION
1.20 points anticipated of 6 points available

CREDIT RATIONALE
This credit recognizes institutions that engage their student bodies in community service, as measured by how widespread participation is at the institution. Volunteerism and the sense of compassion that community services help develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems.

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.

REPORTING FIELDS
Required
- The number of students engaged in community service: 7,255
- Total number of students, which may exclude part-time, continuing education and/or non-credit students: 36,193 (part-time students not included)

Optional
- The website URL where information about the institution’s community service initiatives is available: N/A

SCORING
Institutions earn the maximum of 6 points available for this credit by engaging their entire student body in community service. Incremental points are available based on the percentage of students that contribute community service. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students Engaged in Community Service (###)</th>
<th>Divide</th>
<th>Total Number of Students (###)</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>x</td>
<td>7,255</td>
<td>÷</td>
<td>36,193</td>
<td>=</td>
<td>1.20</td>
</tr>
</tbody>
</table>
PAE Credit 23: Community Service Hours

0.41 points anticipated of 6 points available

Credit Rationale
This credit recognizes institutions where many students devote time to community service. 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 can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems.

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.

Reporting Fields
Required

☑ The number of student community service hours contributed during a one-year period: 48,806

☑ Total number of students, which may exclude part-time, continuing education and/or non-credit students: 36,193 (part-time students not included)

Optional

☑ The website URL where information about the institution’s community service initiatives is available: N/A

Scoring
Institutions earn the maximum of 6 points available for this credit by engaging their students in an average of 20 hours of community service per year. Incremental points are available based on the average number of hours contributed. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Total Number of Student Community Service Hours Contributed (#)</th>
<th>Divide</th>
<th>Total Number of Students (#)</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.3</td>
<td>x</td>
<td>48,806</td>
<td>÷</td>
<td>36,193</td>
<td>=</td>
<td>0.40</td>
</tr>
</tbody>
</table>
PAE CREDIT 24: SUSTAINABILITY POLICY ADVOCACY

4 points anticipated of 4 points available

CREDIT RATIONALE
This credit recognizes institutions that have promoted sustainability through public policy advocacy. There are myriad public policies for which institutions can advocate that address sustainability, including policies specific to higher education. Given the prominence and importance of colleges and universities in their communities, institutions can be powerful voices in advancing sustainability through legislation and policy.

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.

REPORTING FIELDS
Required
- An indication of whether the institution meets the criteria for this credit: 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: Purdue's Global Policy Research Institute (GPRI) is the nexus where science, technology, and policy meet. GPRI's mission is to enhance the visibility and impact of Purdue University's strengths in policy-related and multidisciplinary research, education, service, and outreach to inform decision-makers on global policy issues. GPRI is concentrating on the following seven critical global concerns:
  - Agriculture: Crop development, food security, safety;
  - Environment: Climate change, sustainability, water, air and arable land;
  - Energy Systems: Alternative sources, delivery, efficiencies;
  - Economy: Global commerce, development;
  - Health: Health care engineering, disease, drug research;
  - Security: Defense; space, cybertechnology; and
  - Society and Leadership: Family, governance, community resilience.

GPRI's continuing policy advocacy efforts include the following:
- Incentivize faculty in policy making - over $480,000 has been awarded to Purdue researchers in 18 different policy related projects;
- Stage global issues 'salons' in California, Chicago, Indianapolis, and Washington, D.C. to raise awareness of the leadership role Purdue can play in advancing research knowledge and policy solutions;
- Educate Purdue students to be policy savvy and globally and culturally aware through the Seminar in Global Policy Issues Course offered during the spring semester, and through policy-related summer internships; and
- Host campus events including "grand challenge" conferences and distinguished lectures that provide understanding of the connections between global headlines and policy developments.

Optional

✓ The website URL where information about the institution’s advocacy efforts are available: http://www.purdue.edu/research/gpri/about/index.php

**SCORING**

Institutions earn 4 points for this credit by meeting the criteria outlined above. Partial points are not available for this credit. (4 points anticipated)
PAE Credit 25: Trademark Licensing

2 points anticipated of 4 points available

Credit Rationale
This credit recognizes institutions that join a monitoring and verification organization to help ensure that apparel bearing the institution's name is produced under fair conditions. By ensuring that apparel bearing the institution's logo is made under fair working conditions, institutions promote health, safety, and secure livelihoods for domestic and global workers.

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.

Reporting Fields
Required
☑ An indication of whether the institution is a member of the Worker Rights Consortium: Yes

☑ An indication of whether the institution is a member of the Fair Labor Association: Yes

☑ An indication of whether the institution has expressed intention to participate in the Designated Suppliers Program: No

Optional
☑ 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
http://www.fairlabor.org/affiliates/colleges-universities?page=7

Scoring
Part 1
Institutions earn 2 points by being a member of the Fair Labor Association or Worker Rights Consortium. Partial points are not available for this part of the credit. (2 points anticipated)

Part 2
Institutions earn 2 points by signing on to participate in the Designated Suppliers Program. Partial points are not available for this part of the credit. (0 points anticipated)
Purdue does not administer a graduation pledge. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit.
PAE Tier Two Credit 11: Community Service on Transcripts  
0 / 0.25
Not achieved

Criteria
Institution includes community service achievements on student transcripts.

Reporting Fields
Required
- An indication of whether the institution meets the criteria for this credit: No
- A brief description of the practice: N/A

Optional
- The website URL where information about the practice is available: N/A

Reason for Not Achieving
Purdue does not include community service achievements on student transcripts. Therefore, Purdue’s current programs and operations do not meet the requirements of this credit.
PAE Tier Two Credit 12: Farmers' Market

0.25 points anticipated of 0.25 points available

Criteria
Institution hosts a farmers' market for the community.

Reporting Fields
Required

☑ An indication of whether the institution meets the criteria for this credit: Yes

☑ A brief description of the farmers’ market: Since 2010, Purdue has partnered with Greater Lafayette Commerce to bring sustainable food offerings to students and staff. Each Thursday from mid-May to late October, local vendors sell fresh fruits and vegetables, baked goods, jams and jellies, fresh kettle-popped corn, homemade crafts, and annual and perennial plants. The number of growers and amount of produce on a given day depends on the natural progression of the growing season (list of offerings is available online). New changes this year include locally grown lunch offerings, occasional entertainment and a more pedestrian friendly location in the heart of campus, with access to green spaces and benches.

Optional

☑ The website URL where information about the market is available:
  http://www.purdue.edu/physicalfacilities/farmersmarket.htm
  http://www.lafayettefarmersmarket.com/
AASHE STARS Submission 2012
Category 4: Innovation

PURDUE UNIVERSITY
IN CREDIT 1: I-AEVtec / evGrandPrix

1 point anticipated of 1 point available

CREDIT RATIONALE
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.

CRITERIA
1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, 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 resubmitting 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.

REPORTING FIELDS
Required

☑️ A brief description of the innovative policy, practice, program, or outcome:
Purdue has joined with five other Indiana colleges in the Indiana Advanced Electric Vehicle Training & Education Consortium (I-AEVtec) which seeks to prepare students for futures in the electric vehicle industry. As part of Purdue’s electric vehicle initiative, an electric vehicle (ev) race was developed. The first running of the Purdue evGrandPrix was in 2010, and it recurs annually. The race
builds off of Indiana’s history of motor vehicle racing and the traditional Purdue Grand Prix racing event. Multidisciplinary teams design, build, and race electric go-karts at the Purdue Grand Prix track as well as the Indianapolis Motor Speedway. The winning team is determined by vehicle design, efficiency of the battery, community outreach, and race performance. The event engages students and members of the community, trains future industry leaders, and promotes the use of electric vehicles as a viable alternative.

✓ **A letter of affirmation from an individual with relevant expertise:** See following page

Optional

✓ **The website URL where information about the innovation is available:**
  http://evgrandprix.org/

**SCORING**

Institutions may earn up to 4 innovation credits. Innovation credits are not required to be specific to any category and are scored separately. An institution’s overall score is increased by the number of innovation credits it earns. *(1 point anticipated)*
Dear Colleagues,

As Director of the Purdue EVGrand Prix it is my pleasure to offer my affirmation of the efforts and the meets the AASHE STARS reporting Framework for Innovation credit. This project entails the best of student engagement and education. The collaboration between the various universities within the state demonstrates not only the interest but also the commitment to long term sustainable activates.

Sincerely,

[Signature]

James Caruthers
Professor of Chemical Engineering
Credit Rationale
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.

Criteria
1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, 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 resubmitting 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.

Reporting Fields
Required
✓ A brief description of the innovative policy, practice, program, or outcome: The Purdue Technical Assistance Program (TAP) is an organization designed to promote economic development by providing skills training and consulting services to businesses. TAP has assisted over 8,900 organizations and saved or added over 5,500 jobs. TAP offers the Green Enterprise Development (GreenED) workforce training program to teach business professions about green
manufacturing and the triple bottom line. There are three levels to the program: an online Green Generalist module, a Green Specialist Certificate Series focusing on specific topics such as life cycle analysis and water conservation, and completion of the Society of Manufacturing Engineers Green Manufacturing Specialist Certificate Exam. The Purdue TAP GreenED program directly engages the community in sustainability by offering practical solutions to environmental problems in a way that benefits companies economically.

☑️ A letter of affirmation from an individual with relevant expertise: See following page

Optional
☑️ The website URL where information about the innovation is available: www.greenmanufacturing.purdue.edu

Scoring
Institutions may earn up to 4 innovation credits. Innovation credits are not required to be specific to any category and are scored separately. An institution’s overall score is increased by the number of innovation credits it earns. (1 point anticipated)
January 29, 2013

Purdue TAP Innovation Credit Letter

Dear Sir or Madam,

As a lead developer and Master Trainer for the Purdue Technical Assistance Program (Purdue TAP), it is my pleasure to write this letter of affirmation that the Green Enterprise Development (GreenED™) workforce training program meets the requirements of the AASHE STARS Reporting Framework for Innovation credits.

This comprehensive sustainability training program has been used at manufacturing companies throughout Indiana and in over 20 other states across the nation to train thousands of manufacturing workers in Sustainable Manufacturing Best Practices. The core premise of the program is the elimination of non-value added environmental waste throughout a process and facility. The program stresses prioritizing projects that help a company to focus on the “Triple Bottom Line”, which increases Profit, improves the Planet, and benefits the People of the community. This effectively helps companies to save money while improving environmental performance and reducing pollution and greenhouse gas emissions.

Please contact me if you have any questions information.

Best regards,

Jon Guenin, PE, CEM
Lead Project Specialist - Sustainability
Purdue Technical Assistance Program (TAP)
IN CREDIT 3: SOLAR DECATHLON

1 point anticipated of 1 point available

CREDIT RATIONALE
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.

CRITERIA
1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, 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 resubmitting 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.

REPORTING FIELDS
Required
✓ A brief description of the innovative policy, practice, program, or outcome: In the fall of 2011, a team of Purdue students competed in the U.S. Department of Energy Solar Decathlon. The team designed and built a net zero energy home called the INhome and won second place among the twenty schools from around the world who participated. The team’s performance is especially outstanding because it was the first year that Purdue competed. The home uses...
passive design to lower heating, cooling, and lighting demands and uses solar photovoltaic panels on the roof to meet its energy needs. Air inside the home is passed through a living biowall of plants integrated into the ventilation system to filter out contaminants and improve indoor air quality. A major goal of the project was for the house to look like a typical Midwestern home so that it would be attractive to the average homebuyer and could be easily integrated into the community. An estimated 250 students were involved in the INhome project. Since the competition the house has been moved to a developing community in the city of Lafayette. While the house is now a private home, long-term research continues on the efficiency and performance of the house. The house was awarded Gold Certification by the National Association of Home Builders Using national green building standards. Because of the INhome’s unique yet practical design, NAHB also named it the Project of the Year for the Single-Family Concept and Research-Academic categories.

☑️ **A letter of affirmation from an individual with relevant expertise:** See following page

Optional

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

http://www.purdue.edu/inhome/

**Scoring**

Institutions may earn up to 4 innovation credits. Innovation credits are not required to be specific to any category and are scored separately. An institution’s overall score is increased by the number of innovation credits it earns. *(1 point anticipated)*
Purdue University Innovation Credit Letter

Dear Colleagues:

As the lead faculty advisor for Purdue University’s participation in the 2011 Solar Decathlon, I am pleased to offer my affirmation that this project meets the AASHE STARS Reporting Framework for Innovation credits. This two-year project to design, build, and demonstrate a cost effective net zero energy home involved more than 200 students from six different colleges.

One result was a 2nd place finish in this prestigious international competition that took place in Washington, D.C. More importantly, the project was a showcase for sustainable design that was toured by more than 20,000 people. We are proud that this home has been permanently placed in a Lafayette neighborhood where it will continue to demonstrate that low energy design practices can be attractive, comfortable, and affordable.

Don’t hesitate to contact me if you need additional information. I can be reached at 765-494-7528 or at hutzelw@purdue.edu.

Regards,

William J. Hutzel
Professor
CREDIT RATIONALE
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.

CRITERIA
1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, 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 resubmitting 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.

REPORTING FIELDS
Required

A brief description of the innovative policy, practice, program, or outcome: The U.S.-China EcoPartnership for Environmental Sustainability was established in 2011 as a way to promote communication between the United States and China in addressing energy and environmental problems that are common to both countries. The overall goals of the EcoPartnerships program are sharing best practices, fostering innovation, and encouraging sustainable economic
development. Purdue University, the University of Tennessee, and Oak Ridge National Laboratory represent the United States and are working with Chinese representatives from the Chinese Academy of Sciences, the Institute of Geographic Sciences and Natural Resources Research, the Research Center for Eco-Environmental Sciences, and the Institute of Applied Ecology of China. Purdue hosted the 2011 symposium where the focus was Global Sustainability in Energy, Climate, and Environment. Participants presented their research on such topics as biofuels, sustainable agriculture, climate change mitigation, and water conservation. The proceedings of the symposium are available to the public. The group convenes once every year.

☑️ A letter of affirmation from an individual with relevant expertise: See following page

Optional
☑️ The website URL where information about the innovation is available: http://www.purdue.edu/discoverypark/ecopartnership

SCORING
Institutions may earn up to 4 innovation credits. Innovation credits are not required to be specific to any category and are scored separately. An institution’s overall score is increased by the number of innovation credits it earns. (1 point anticipated)
Dear Colleagues,

As the Purdue University Director for the U.S.-China EcoPartnership for Environmental Sustainability (USCEES), I am pleased to offer my affirmation that the USCEES program meets the AASHE STARS Reporting Framework for Innovation credits. The USCEES, which is part of Purdue’s Global Sustainability Institute (GSI), is focused on building U.S.-China collaborations in order to address the interconnected challenges of environmental sustainability, climate change, and energy security by leveraging and enhancing the capacity of our member universities and research institutes, and industry partners we look to develop. The USCEES is part of a larger network of EcoPartnership programs made possible by a joint agreement between the U.S. State Department and the China's National Development and Reform Commission.

Our program has engaged students and faculty from our six member institutions at two annual conferences (one held at Purdue and the most recent in Shenyang, China). Additionally, through these events concrete connections have been made between Chinese business and funding sources and U.S. university and private entrepreneurs in environmental sectors. Collaborations between the USCEES and other EcoPartnerships and affiliated institutions over the past year have fostered new research and business cooperation, worked to establish summer short courses for students in China, and created innovative teaching environments for academic year programs on resiliency in the face of natural and man made hazards here at Purdue.

I am very pleased to have the USCEES considered for this program.

Sincerely,

Timothy Filley
Purdue Director, U.S.-China EcoPartnership for Environmental Sustainability
AASHE STARS Submission 2012
Appendix A: Sustainability Course List

Purdue University
The following table is presented in support of ER Credit 6: Sustainability-Focused Courses, ER Credit 7: Sustainability-Related Courses, and ER Credit 8: Sustainability Courses by Department. The courses are listed alphabetically, first by academic department and then by course title. There are 135 sustainability-related and 20 sustainability-focused courses listed. These courses are offered by 37 academic departments. These courses were offered during the 2011-2012 academic year.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Academic Department</th>
<th>Sustainability-Related</th>
<th>Sustainability-Focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advances in Modeling Environmental and Natural Resources Systems</td>
<td>Agricultural &amp; Biological Engineering (ABE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biosensors: Fundamentals and Applications</td>
<td>Agricultural &amp; Biological Engineering (ABE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Models in Environmental and Natural Resources</td>
<td>Agricultural &amp; Biological Engineering (ABE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eco-hydrology</td>
<td>Agricultural &amp; Biological Engineering (ABE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumentation and Data Acquisition</td>
<td>Agricultural &amp; Biological Engineering (ABE)</td>
<td></td>
<td></td>
</tr>
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<td>Nonpoint Source Pollution Management</td>
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### APPENDIX A: SUSTAINABILITY COURSE LIST

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AASHE STARS Submission 2012
Appendix B: Sustainability Research List
The following table is presented in support of ER Credit 16: Faculty Engaged in Sustainability Research and ER Credit 17: Departments Engaged in Sustainability Research. The faculty members engaged in sustainability research are listed alphabetically by last name. There are 297 faculty members engaged in sustainability research. These faculty members represent 62 academic departments.

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