



AASHE STARS Reporting Tool

Prepared by the FSU Sustainable Campus Initiative

Submitted August 1, 2011



AASHE STARS report

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STARS Summary

On behalf of the Florida State University, the Sustainable Campus Initiative submitted its Sustainability Tracking Assessment Tracking System (STARS) report to the Association for the Advancement of Sustainability in Higher Education (AASHE) on August 1, 2011. Data for the reporting tool reflects a “snapshot” of time from fall 2009 through spring 2011 for the FSU main and southwest campus in Tallahassee, FL.

About STARS

STARS is a transparent, self-reporting tool for colleges and universities to measure their sustainability progress. The system includes environmental, economic, and social indicators, which are divided into four categories related to campus activities: Education & Research, Operations, Planning, Administration & Engagement, and Innovation.

Participating in STARS offers Florida State University many benefits in all stages of developing a more sustainable campus:

- positive recognition for our efforts;
- streamlined benchmarking and reporting, including increased awareness of best practices and performance;
- cross-campus collaboration with a more diverse campus sustainability community;
- framework for creating a campus sustainability plan with new goals and ideas.

Our score

Florida State University scored 50.21 points, solidly placing us in the Silver rating* category. Points by category are as follows**:

- Education & Research – 43.74 out of 99.75 possible points (43.85%)
- Operations – 39.58 out of 99.75 possible points (39.68%)
- Planning, Administration & Engagement – 60.84 out of 100 possible points (60.84%)
- Innovation – 2 out of 4 possible points (50%)

*Four rating categories, based on a LEED-like point system: Reporter, Bronze, Silver, and Gold

**Final score is not determined by the sum of points in each category; rather, each category is weighted differently. Innovation points are added on top of the weighted sum of ER, OP, and PAE.

Observations & Next Steps

Our score and Silver rating is valid for three years. In that time AASHE will release an updated version of the reporting tool and we will continue to gather campus-wide metrics and update our records internally. Additionally, reports will be made available through AASHE to compare our standings with our peer institutions.

Although Florida State scored well overall and excels in certain areas, especially in specific areas related to operations, engagement, and the social aspects of sustainability, the STARS report also highlights areas for improvement:

- Waste reduction
- GHG emissions and climate action planning
- Purchasing and tracking of “green” cleaning products, office supplies, and electronics
- Tracking of sustainability-related courses and research
- Socially responsible policies related to our trademark licensing agreements and investment disclosure

The information collected during STARS will be used to work with individual units across the university to develop a strategic plan with new practices and benchmarks. The ultimate goal of this process will be to create a new vision for sustainability at Florida State University.

Special Thanks

This report is the result of the effort of many individuals across our campus. I would like to thank the following people who helped us create this baseline inventory of sustainable campus practices at Florida State University.

STARS Steering Committee

The steering committee was comprised of members from the Sustainable Campus Initiative Strategic Planning Group. Together, the steering committee researched and compiled the data needed to answer the reporting tool questions. The steering also provided editing support and creativity in uncovering untapped sources of information across all departments

Jim Stephens – Energy Engineer, Facilities Central Utilities Plant

Mark Striffler – Associate Director, Oglesby Union

Laurie Thomas – Facilities Specialist, Facilities Planning

Campus partners throughout the data collection process

Throughout our research and writing process, we called upon partners throughout campus to help us uncover and sift through the needed data, as well as develop the processed to go so. Below is a list of individuals who made this report possible.

Edward Acoff – Supplier Diversity Director, Human Resources

Greg Akridge – Facilities Specialist, Oglesby Union

Sandi Anderson – HR Specialist, Human Resources

Sue Andres – HR Specialist, Human Resources

Mark Bertolami – Director of Planning, Facilities

May Dawn Bolden – Academic Program Specialist, Academic & Professional Program Services

Wanda Brown – Associate Instructor, Retail Merchandising & Product Development

Paul Burress – Assistant Director, Environmental Health & Safety

Dixon Chandler – Assistant Director, Building Services

Joyce Cordell – Procurement Specialist, Purchasing

Sean Coyne – Facilities Engineer, National High Magnetic Field Laboratory

Allison Crume – Assistant Vice President, Student Affairs

Kathleen Daly – Assistant Vice President, University Relations

Kevin Dixon – Assistant Instructor, Biology

Brian Dunn – Site Relationship Manager, Grainger

Sherri Dye – Trademark Licensing Director, Seminole Boosters

Adam Fox – Coordinator for Sustainability & Strategic Planning, Aramark

Kevin Frentz – Health Educator, Thagard Student Health Center

Lindsay Friedrich – Administrator, Business Services

Kellie Gerbers – Outdoor Pursuits Coordinator, Campus Recreation
Renisha Gibbs – Director, Human Resources
Gabe Grass – Director, Corporate & Foundation Development
Linda Hall – Adjunct Instructor, Art
Jeff Horton – Director, The Marketing Institute
Tom Jacobson – Director, Environmental Health & Safety
Jeremy Johnson – Academic Program Specialist, Admissions
Tiffany Karnisky – Community Coordinator, Housing
Laura Keller – Associate Professor, Biology
Kirby Kemper – Vice President, Research
Justin Kramer – Researcher, Institute for Energy Systems, Economic & Sustainability
Tracey Little – Assistant Director, Human Resources
Linda Lynes – Administrative Support Assistant, Facilities
Dave MacManus – Assistant Director, Grounds
Liz Maryanski – Vice President, University Relations
Austin Mast – Associate Professor, Biology
Paul Mccrory – Accounting Associate, Controller
Carlos Murphy – IT Support Specialist, Facilities
Aleks Nestic – Intercultural Program & Training Coordinator, Center for Global Engagement
Samantha Nix – Center for Leadership & Civic Education
Dianna Norwood – Business Analyst, Finance & Administration
Joe Nosari – Associate Vice President, Academic Affairs
Gail Palo – Mental Health Specialist, Counseling Center
Alan Peck – Director Campus Utilities, Facilities
Angela Richardson – Program Director, Undergraduate Studies
Larry Rubin – Director of Design & Construction, Facilities
Dave Sagaser – Associate Director, Housing
Tom Shewan – Director of Maintenance, Facilities
Melanie Simmons – Assistant Director, Institute for Energy Systems, Economic & Sustainability
Dawn Snyder – Associate Controller, Controller
Paul Strouts – Associate Vice President, Finance & Administration
Phyllis Sullivan – Procurement Specialist, Purchasing
Donna Trumbower – Associate Director of IT, Facilities
Lisa Waxman – Professor, Interior Design
Jillian White – Community Engagement Coordinator, Center for Leadership & Civic Education
Willie Wiggins – Solid Waste & Recycling Coordinator, Facilities



July 8, 2011

Sustainability, Tracking & Assessment Rating System
Association for the Advancement of Sustainability in Higher Education
213 ½ North Limestone Street
Lexington, KY 40507

Dear AASHE - STARS steering committee:

On behalf of Florida State University, I am pleased to present our Sustainability, Tracking & Assessment Rating System (STARS) report to the AASHE community. I affirm the information in the reporting tool is complete and accurate. The data collection was truly an exercise in cross-campus collaboration which will help us to strengthen our institution and better understand campus sustainability best practices.

Florida State University is committed to creating the best campus sustainability program possible. We strive to develop a program that is realistic to the needs and constraints of our institution, transparent in process and reporting, in line with the strategic priorities of the University, and true to the pillars of the triple bottom line. We are in an excellent position to move forward as leaders in sustainable campus operations. Our programs and collaboration with campus units address the impacts of climate change and resource consumption through our conservation efforts.

As a result of the STARS exercise, we have identified additional opportunities for our campus to develop new goals and programs that will better serve our Florida State community.

Thank you for providing us the means by which to benchmark our efforts. We are proud of our Silver rating and look forward to using the data in our ongoing effort to create a more sustainable campus.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric J. Barron".

Eric J. Barron
President

Education & Research

CO-CURRICULAR EDUCATION

ER-1 – Student Sustainability Educators Program

Total number of degree-seeking students enrolled at the institution: 40,255

Program name (1st program): Eco-Reps

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

Eco-Reps are selected a number of ways:

1. through residence hall government (IRHC) elections
2. through Greek house board appointments
3. invitation by staff or student coordinator

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

Eco-Reps are organized student volunteers charged with increasing sustainable behaviors on campus through peer-to-peer outreach and leadership by learning about sustainability & green living; raising awareness; leading by example; inspiring others to take action; networking with University staff & administration; communicating effectively; creating lasting change.

Eco-Reps are asked to commit to monthly meetings (topics vary by month), participate in campus sustainability projects and events, and attend a special retreat for group bonding and leadership development.

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

The Eco-Reps program was originally funded through an "Innovative Grant" received from the Division of Student Affairs to address critical issues in student affairs. It is now supported through the Office of Sustainability (Facilities).

The Eco-Reps program is staffed by two coordinators: Staff coordinator (Director of Campus Sustainability) - oversees general operation of Eco-Reps, meetings, and trainings; Student coordinator (volunteer) - oversees Eco-Reps board, maintains regular communication with Eco-Reps, develops Eco-Rep assessments.

The website URL for 1st Program: <http://sustainablecampus.fsu.edu/ecoreps.htm>

ER-2 – Student Sustainability Outreach Campaign

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

The name of the campaign(s): Phantom Slayer energy competition; Recycle Mania

A brief description of the campaign(s):

The Phantom Slayer energy conservation competition aims to raise awareness about phantom loads – the electric power consumed by appliances when they are switched “off” or “stand-by.” Each fall semester, from October 1st through October 31st, ALL residence halls compete to lower their energy consumption (determined by square foot of the building). The building with the lowest energy consumption wins. Eco-

Reps and residence hall staff are encouraged to engage their peers through energy conservation programming and informational bulletin boards.

RecycleMania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Over a 10-week period, schools report recycling and trash data which are then ranked according to who collects the largest amount of recyclables per capita, the largest amount of total recyclables, the least amount of trash per capita, or have the highest recycling rate. With each week's reports and rankings, participating schools watch how their results fluctuate against other schools and use this to rally their campus communities to reduce and recycle more. FSU competes in the Gorilla category and gathers material campus wide (residence halls, dining facilities, classroom buildings, etc). Again, outreach is developed through Eco-Reps activities and Facebook.

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

Phantom Slayer 2010 results showed that residence halls reduced consumption by 1.6% when compared to the previous year. All residence halls that demonstrated a decreased usage also beat the campus residential hall kWh reduction percentage.

Recycle Mania 2011 results show that we recycled 218,113 lbs of paper, cardboard, glass, plastic, and aluminum during our 10-week collection period. We finished the competition ranked 89th out of 362 schools competing in the Gorilla category.

The website URL for the campaign: <http://sustainablecampus.fsu.edu/phantomslayer.htm>

ER-3 - Sustainability in New Student Orientation

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

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

The Office of New Student & Family Programs continuously works to improve the environmental impact their programs have on campus. Sustainability is now more prominently included in the overall orientation experience than ever before:

- replaced disposable plastic bags with reusable bags for all Orientation attendees (new students and family members)
- increased recycling bins in all program locations to capture recyclable material & unwanted promotional items that can be reused
- encourage the use of reusable water bottles by providing Orientation attendees water hydration stations (instead of providing individual, disposable water bottles).
- create a series of sustainability-related posters to be displayed in the residence halls where incoming students are required to stay during their Orientation session.

Additionally, During Orientation Leader (OL) intensive training, the Director of Campus Sustainability meets with all OLs to discuss campus-wide efforts and programs so OL staff are prepared to answer questions that may arise.

ER-4 – Sustainability Outreach & Publications

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 FSU Sustainable Campus website is the repository for information related to a number of campus sustainability initiatives, programs, and events including: our mission, vision, and goals, green building projects, student engagement programs, dining, healthy campus, student organizations, and program partners.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts: <http://www.sustainablecampus.fsu.edu/>

Does the institution have a sustainability newsletter? YES

Brief description of the sustainability newsletter:

Produced annually, the newsletter highlights the year's programs, sustainability-related staff and faculty, and student engagement.

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:

Student research is disseminated in a number of ways:

1. Sustainable Campus website and publications
2. Office of Undergraduate Research supports undergraduate research and publishes the FSU Undergraduate Research Journal
3. The Institute for Energy Systems, Economics and Sustainability (IESES) supports research and analysis in engineering, science, infrastructure, governance and the related social dimensions all designed to further a sustainable energy economy. IESES unites researchers (and students) from the disciplines of engineering, natural sciences, law, urban and regional planning geography, and economics to address sustainability and alternative power issues in the context of global climate change.

Does the institution have building signage that highlights green building features? NO

A brief description of building signage that highlights green building features: none

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

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

Within our residential dining facilities all sustainable items are labeled at each station. This practice is used in our retail locations when allocated within brand standards.

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

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed: none

Does the institution have a sustainability walking map or tour? NO

A brief description of the sustainability walking map or tour:

In discussion with Welcome Center office to incorporate sustainability features into campus tour.

Does the institution have a guide for commuters about how to use alternative methods of transportation? No

A brief description of the guide for commuters about how to use alternative methods of transportation:
No single guide is available but the Transportation Services website offers information regarding biking to campus and commuter services for staff and faculty.

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

<http://transportation.fsu.edu/>

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

A brief description of the guide for green living and incorporating sustainability into the residential experience: none

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)? NO

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat: none

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

A brief description of this material:
Green Corner - information section as part of the monthly Facilities newsletter.

Tier 2-1: Student Group

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

A brief description of the student group:
There are numerous sustainability-related student organizations:

Take Back the Tap – In conjunction with Food & Water Watch, TBT is a student run advocacy campaign aimed at transforming FSU into a “bottled water free campus” by ending the sale of bottled water within the University and encouraging the student body to take advantage of FSU’s hydration stations.

Students in Free Enterprise (SIFE) - Our mission is to help provide our community with the strength, knowledge, and values to succeed in business and in life. Students in this award-winning group engage in many sustainability-related service projects throughout the year, including Arbor Day tree planting, Rez Goes Green lake cleanup, FSU Earth Day, FSU College of Business Goes Green, and the Sam's Club Sustainability Challenge.

Environmental Service Program - the mission of ESP is to organize environmental service activities for the FSU student body, as well as engage in environmental activism and education on the FSU campus and in the Tallahassee community. We also periodically initiate projects to improve the sustainability of the FSU campus.

Tallahassee Sustainability Group - the mission of TSG is to research, develop, and implement a sustainable framework for the Tallahassee community that will enhance its ecologic, economic, and cultural welfare.

The website URL where information about the student group is available: www.sustainablecampus.fsu.edu

Tier 2-2: Organic Garden

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

A brief description of the garden:

The Florida State University Alumni Village Community Garden, located in south-west campus, reflects the vibrant and international Alumni Village Community. The garden is a student driven initiative to encourage healthy and natural eating practices and well as a love for gardening and communing with friends. The garden is all organic and pesticide free and was designed using 90% recycled materials. Local vendors and organizations partnered with the Alumni Village to provide compost, seeds, compost bins and planters. The Garden group partners with the Leon County extension office to receive guidance from the Master Gardener Program. Residents come from countries around the world so the garden incorporates a variety vegetables and fruits.

Hillel at FSU provides a similar gardening experience at its location. A small, organic garden has been set up for students to grow vegetables that are used in some of the meals prepared at Hillel. Hillel is currently working with the Tallahassee Sustainability Group, a student organization, to expand their garden.

Notes about the submission:

Alumni Village garden - Gardeners vary in knowledge and expertise however the love of learning and working together allows each member to grow. The Garden group consists of all ages and nationalities, where communication through hands-on experience leads to learning and greater awareness. In addition to the vegetable garden, a Zen garden and fountain have been added to create a space for peaceful and mindful meditation. The group is looking forward to expanding the garden to include a meditation Labyrinth, a flower garden and other fruits. The Garden group is open to Alumni Village residents and anyone interested in creating a sustainable environment, a strong community and lifelong friendships.

Tier 2-3: Model Room in a Residence Hall

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles? NO

NOT PURSUING credit: Institution has an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles.

Tier 2-4: Themed Housing

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

A brief description of the themed housing:

The Social Justice Living Learning Community is designed for students of all majors who desire to understand and practice social justice. Approximately 40 first-year students will be members of this supportive, inclusive community. Sharing time and space with others who have similar passions and values will encourage you to establish lasting relationships and provide the opportunity to work with others. Together they live, learn, and explore social activism, social change, and the philosophical foundations of justice. The leadership knowledge and skills gained from academic coursework and co-curricular programming will equip you to initiate and bring about positive social change.

The website URL where information about the themed housing is available: <http://socialjustice.fsu.edu/>

Tier 2-5: Sustainable Enterprise

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

A brief description of the enterprise:

The GRINDHOUSE coffee shop (Askew Student Life Center) is a student-run enterprise operated with sustainable practices:

- cups are made from recyclable cardboard
- LUCK GOAT coffee products are sold (fair trade certified, also awaiting organic certification)

Tier 2-6: Sustainability Events

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

A brief description of the event(s):

Although events vary from year to year, FSU has hosted a number of major events, including:

Campus & Community Sustainability conference (2007)

Campus Earth Week celebration (yearly)

Energy celebration (2009)

Sustainability & You community speaker series

Student research symposium (IESES)

Tier 2-7: Outdoors Program

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

A brief description of the program:

Outdoor Pursuits (OP) provides a variety of programs and services that allows the FSU community to enjoy the outdoors. We offer three main programs: Adventure trips, Equipment rental, and Recreation resources (skill clinics, information, etc). All OP programs and services are available for FSU students, faculty, staff and the Tallahassee community. Exploring new skills, meeting new people, and having a positive learning experience are all parts of OP. The 5 key goals of OP are:

1. Provide participants with the opportunity to develop new skills
2. Enhance participants' appreciation of the wilderness
3. Enable participants to adapt to new and challenging situations
4. Provide participants with a change from "the everyday"
5. Create opportunities for participants to foster collaborative relationships

FSU Outdoor Pursuits is a proud partner of Leave No Trace in its efforts to build awareness, appreciation and respect for our wild lands.

The website URL where information about the program is available: <http://fsu.campusrec.com/outdoor/>

Tier 2-8: Themed Semester or Year

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? NO

NOT PURSUING credit: This credit applies to all institutions that have themed semesters, years, or first-year experiences.

CURRICULUM

ER-5 – Sustainability Course Identification

Has the institution developed a definition of sustainability in the curriculum? NO

A copy of the institution's definition of sustainability in the curriculum: none

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

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

Faculty representatives from five different departments met to affirm and amend the definitions of sustainability related and focused courses (as given in the AASHE STARS technical manual) to fit the needs of FSU.

An email from the Provost's office was sent to targeted departments asking faculty to self-report their courses in a database created to capture course objectives and learning outcomes.

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

The website URL where the sustainability course inventory is posted: <http://sustainablecampus.fsu.edu/>

ER-6 – Sustainability-Focused Courses

The number of sustainability-focused courses offered: 17

The total number of courses offered: 4156

Number of years covered by the data: 2

A list of sustainability-focused courses offered: available online

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available: www.sustainablecampus.fsu.edu

ER-7 – Sustainability-Related Courses

The number of sustainability-related courses offered: 91

The total number of courses offered: 4156

Number of years covered by the data: 2

A list of sustainability-related courses offered: available online

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-related courses is available: www.sustainablecampus.fsu.edu

ER-8 – Sustainability Courses by Department

The number of departments that offer at least one sustainability-related or -focused course: 20

The total number of departments that offer courses: 59

A list of departments that offer sustainability courses:

Art	Biology
Civic & Environmental Engineering	Communications
Economics	Earth, Ocean, & Atmospheric Sciences
Geography	History
Hospitality	Interior Design
Law	Marketing
Mechanical Engineering	Philosophy
Political Science	Public Administration
Real Estate	Retail Merchandising
Sociology	Urban & Regional Planning

ER-9 – Sustainability Learning Outcomes

The number of graduates covered by the sustainability learning outcomes: 1,947

Total number of graduates: 7,927

A list of degree programs that have sustainability learning outcomes:

Sustainability outcomes come from specific courses that are part of degree programs:

Biology	Meteorology
Oceanography	Hospitality
Marketing	Real Estate
Communication	Civic & Environmental Engineering
Mechanical Engineering	Retail Merchandising
Urban & Regional Planning	Economics
Geography	Sociology

Notes on the submission:

Number of degrees awarded: 2009-2010 Fact Book, Office of Institutional Research (ir.fsu.edu)

ER-10 – Undergraduate Program in Sustainability

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

The name of the sustainability-focused, undergraduate degree program: Interdisciplinary Environmental Studies

The website URL for the program: http://www.coss.fsu.edu/geography/Students/environmental_study.html

Notes about the submission:

The Department of Geography offers two separate majors reflecting the discipline's position straddling the social and natural sciences: the Geography major and the Environmental Studies major. While these programs overlap to some extent, they differ in their substantive focus:

- The Geography major is oriented more towards social and global concerns, using geographic information science and spatial statistics, while,
- The Environmental Studies major revolves more explicitly around human interactions with the natural, physical, and biological environment, with a stronger interdisciplinary focus.

Environmental Studies is an interdisciplinary program of study that provides an in-depth understanding of the social and institutional context of contemporary environmental concerns, including topics such as ecosystem management, resource conservation, land use planning, natural hazards, and the policy dimensions of environmental issues.

ER-11 – Graduate Program in Sustainability

Does the institution offer a graduate degree program that meets the criteria for this credit? NO

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

Notes about the submission:

Although not applicable for this credit, the FSU-FAMU College of Engineering Mechanical Engineering program offers an MS in Sustainable Energy:

- EML 5060 - Analysis in Mechanical Engineering I (3)
- CHM 5153 - Engineering Electrochemistry (3) or an approved equivalent course
- EML 5451 - Energy Conversion Systems for Sustainability (3)
- EML 5452 - Sustainable Power Generation (3)
- EML 5930 - Sustainable Energy Utilization (3)

Plus electives, seminar, and thesis credits

ER-12 – Sustainability Immersive Experience

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

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

Global Pathways Certificate - designed to maximize the rich cultural learning experiences available to students on campus, in the community and abroad. Students choose a certificate theme based on your interest and goals, take related academic courses and a language, and participate in international and/or intercultural experiences and events to enhance your theme. Such active learning and reflection, together with intercultural interaction, dialogue and service help provide the invaluable intercultural skills and competencies needed to be a global-ready graduate.

Environmental Sustainability theme: Through an individually designed course of study, students will explore how environmentally sustainable solutions are developed and/or how human activity simultaneously impacts, and is impacted by, the global environment. In support of the global orientation of this initiative, particular emphasis should be placed on the study of environmental issues that extend beyond North America. Students pursuing this theme also have the option of completing a one-semester minimum research project that addresses a contemporary global environmental issue for the International or Intercultural Experience. These students will also achieve the additional learning outcome of being able to communicate scientific/technical/socioeconomic issues that transcend their own culture.

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

<http://global.fsu.edu/students/certificate/certificateTheme.htm>

ER-13 - Sustainability Literacy Assessment

Has the institution conducted a sustainability literacy assessment? NO

NOT PURSUING credit: STARS criteria - 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.

ER-14 – Incentives for Developing Sustainability Courses

Does the institution have a program that meets the outlined criteria? NO

NOT PURSUING credit: 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.

RESEARCH

ER-15 – Sustainability Research Identification

Has the institution developed a definition of sustainability research? NO

A copy of the institution's definition of sustainability research: n/a

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

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

The Institute for Energy Systems, Economics & Sustainability (IESES) carries out scholarly basic research and analysis in engineering, science, infrastructure, governance and the related social dimensions all designed to further a sustainable energy economy. The Institute unites researchers from the disciplines of engineering, natural sciences, law, urban and regional planning geography, and economics to address sustainability and alternative power issues in the context of global climate change.

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

The website URL where the sustainability research inventory is posted: <http://www.ieses.fsu.edu/>

ER-16 – Faculty Involved in Sustainability Research

The number of faculty members engaged in sustainability research: 133

Notes on the submission:

List is compilation of IESES, Florida Climate Institute, Center for Advanced Power Systems, NHMFL, Applied Superconductivity Center and unaffiliated faculty researchers.

The total number of faculty members engaged in research: 1,100

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted: <http://www.ieses.fsu.edu/About-Us/IESES-Directory>

ER-17 - Departments Involved in Sustainability Research

The total number of academic departments that conduct research: 59

The number of academic departments in which at least one faculty member engages in sustainability research: 21

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

Biology	Chemical Engineering
Civil & Environmental Engineering	Communications
Economics	Electrical & Computer Engineering
Earth, Ocean & Atmospheric Sciences	Film
Geography	Law
Library Information	Marketing
Mathematics	Mechanical Engineering
Physics	Public Administration
Public Policy	Scientific Computing
Theatre	Urban & Regional Planning

ER-18 – Sustainability Research Incentives

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

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

FSU offers a variety of ways for students to engage in sustainability research:

IESES provides an interdisciplinary curriculum in energy engineering, science and the sustainable energy economy, to produce the next generation of educators, engineers, scientists, policymakers and planners.

The Seminole Association for Sustainable Energy (SASE) is designed to help students find research and employment opportunities in sustainable energy technology, society and policy as well as climate change adaptation. SASE provides students with an opportunity to present their research, participate in competitions and network with notable FSU alumni and faculty in the field.

The Office of Undergraduate Research (OUR) promotes and supports the engagement of FSU undergraduates in research and creative projects with the supervision or collaboration of FSU faculty. OUR lists research and internship opportunities; awards and scholarships are available to support research activities.

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

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

The Institute for Energy Systems, Economics & Sustainability (IESES) was founded in 2008 through a grant received through the Florida Legislature (HB7135, established the Florida Energy & Climate Consortium). A steering committee of faculty awarded funding to 26 projects whose evaluation criteria included developing interdisciplinary projects and developing opportunities for students to engage in sustainability

research. Faculty were rewarded with summer pay for their research, general vita support, and workshops to build a cohesive research group to further spark cross-campus collaborations.

ER-19 – Interdisciplinary Research in Tenure & Promotion

Does the institution's treatment of interdisciplinary research meet the criteria for this credit? YES

A brief description or a copy of the institution's policy regarding interdisciplinary research:

As mentioned in "Successful Faculty Performance in Teaching, Research, and Service" (2009, FSU Dean of Faculties office): programmatic research and focused creative work should not be constrictive. A faculty member's research or creative work should be flexible enough to take advantage of serendipity, as well as collaboration with students and colleagues...Faculty members also collaborate with their colleagues by adding their specialized research or artistic expertise to a project even though the project is tangential to their own work...While a certain amount of diversity in research and creative work is appropriate, a faculty member's Vita should still show clear evidence of a research program or creative focus that is long-term, or periodically evolving, if substantive contributions are to be made to his or her field of study or expression. There should be an obvious coherence in the titles of publications, presentations, and contracts and grants.

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

<http://dof.fsu.edu/Faculty-Development/Promotion-and-Tenure>

OPERATIONS

BUILDINGS

OP-1 – Building Operations & Maintenance

Total building space that meets "Eligible Buildings Criteria": 11,978,944 gross square feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: 11,978,644 gross square feet

Building space that is LEED for Existing Buildings, Certified: 0.0 gross square feet

Building space that is LEED for Existing Buildings, Silver: 0.0 gross square feet

Building space that is LEED for Existing Buildings, Gold: 0.0 gross square feet

Building space that is LEED for Existing Buildings, Platinum: 0.0 gross square feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available: <http://www.facilities.fsu.edu/Maintenance/>

The date(s) the policies or guidelines were adopted: Ongoing for over 10 years

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

The maintenance department is responsible for the care, safety, and security of the buildings at Florida State University. Although not specifically addressed in written policies, the practices are as follows:

- Use of more energy efficient replacement components when available.
- Use of environmental friendly cleaning supplies whenever possible.
- Preventative Maintenance program to ensure repair of improperly functioning HVAC equipment.
- Steam cleaning for coils (no chemicals)

OP-2 – Building Design & Construction

New building space that meets "Eligible Buildings Criteria": 835,900.0 square feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified: 0

New building space that is LEED Certified: 239,917.0 square feet

New building space that is LEED Silver certified: 192,889.0 square feet

New building space that is LEED Gold certified: 111,739.0 square feet

New building space that is LEED Platinum certified: 0

The website URL where a copy of the institution's guidelines or policies for green building is available: <http://www.facilities.fsu.edu/FDC/Guidelines.php>

The date(s) the policies or guidelines were adopted: 2008

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

Appendix L of FSU's Design Guidelines and Specifications require all new construction and major renovation to be designed and constructed to meet the certification standards of USGBC determined to be reasonably obtainable as established by a pre-certification estimate developed during the initial program and design phase. All plans and specification prepared by the project's design professional should encompass and include those standards and requirements established in the USGBC LEED NC 2.2 section check list.

The University's objective is to achieve a LEED Silver Certification if practical on each project. To this end, a LEED Accredited Design Professional shall develop a program compatible with the University's Design Guidelines outlining potential technologies, strategies and ultimate cost to accomplish certification.

Notes about the submission:

Reporting Dates: Jan. 1, 2008-Dec. 31, 2010. Main Campus and Southwest Campus Only, 6 LEED NC Buildings were certified. LEED Certified: King Life Sciences Bldg., Materials Research Bldg.; LEED Silver: Stone (Education) Bldg, McIntosh Track & Field Bldg., Turnbull Conference Center; LEED Gold: Global & Multicultural Center; Two additional Buildings: Westcott/Ruby Diamond (68,939 gross square feet) and Kemper Lab were completed during this 3-year time period, have registered with USGBC, but have not yet received certification. These buildings will be reported on a subsequent assessment.

LEED Commercial Interiors and LEED Core and Shell are not pursued do to the nature of the University owned projects on the Main and Southwest Campus, University and State University System policies where projects are not permitted to have "shell" space.

OP-3 – Indoor Air Quality

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: 11,978,944 square feet

Total occupied building space: 11978944 square feet

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

The IAQ practices include routine coil cleaning: EH&S investigates and monitors conditions and potential contaminants as requested by users, and a preventive maintenance program for all HVAC systems. In addition, products with high VOC levels such as chemical coil cleaning projects are largely banned on campus in favor of a steam cleaning process.

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

CLIMATE

OP-4 – Greenhouse Gas Emissions Inventory

The website URL where the GHG emissions inventory is posted: <http://sustainablecampus.fsu.edu/>

Does the inventory include all Scope 1 and 2 emissions? YES

Does the inventory include emissions from air travel? NO

Does the inventory include emissions from commuting? NO

Does the inventory include embodied emissions from food purchases? NO

Does the inventory include embodied emissions from other purchased products? NO

Does the inventory include emissions from solid waste disposal? NO

Does the inventory include another Scope 3 emissions source not covered above? NO

OP-5 – Greenhouse Gas Emissions Reduction

Scope 1 and 2 gross GHG emissions, 2005: 107,775.0 metric tons of CO₂ equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005: 0.0 metric tons of CO₂ equivalent

Third-party verified carbon offsets purchased, 2005: 0.0 metric tons of CO₂ equivalent

On-campus residents, 2005: 4,351

Non-residential/commuter full-time students, faculty, and staff members, 2005: 35,439

Non-residential/commuter part-time students, faculty, and staff members, 2005: 9,251

Scope 1 and 2 gross GHG emissions, performance year: 143,699.5 metric tons of CO₂ equivalent

Off-site, institution-catalyzed offsets generated, performance year: 0.0 metric tons of CO₂ equivalent

Carbon offsets purchased, performance year: 0.0 metric tons of CO₂ equivalent

On-campus residents, performance year: 6,155

Non-residential/commuter full-time students, faculty, and staff members, performance year: 35,037

Non-residential/commuter part-time students, faculty, and staff members, performance year: 9,403

Notes about the submission (public):

2005 GHG calculation estimated based on GSF for base year and similar EUI rating for space.

Tier 2-1: Air Travel Emissions

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:

FSU guidelines for travel: OP-D-2-D7 TRANSPORTATION – Travel should use the most efficient and economical means, considering time of the traveler, cost of transportation, and per diem or subsistence required. Therefore, if it is more economical to drive than fly, that should be a travel consideration by departments. While these policies don't specifically address air travel emissions, they do illustrate our commitment to addressing economical travel means, which can very loosely translate to an effect on emissions.

Tier 2-2: Local Offsets Program

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:

FSU does not currently participate in a local offsets program.

DINING SERVICES

OP-6 – Food Purchasing

Percentage of food expenditures that meet one or more of the criteria for this credit*: 14.355%

Tier 2-1: Trayless Dining

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:

FSU utilizes only tray-less dining in both residential dining halls. By removing the trays from our dining halls, we save about 470,000 gallons of water.

Tier 2-2: Vegan Dining

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

A brief description of the vegan dining program:

Both residential dining halls offer a vegan station daily. In addition, other stations can omit the meat portion to make the dishes vegetarian/vegan friendly.

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

<http://www.campusdish.com/en-US/CSS/FloridaState/Sustainability/>

Tier 2-3: Trans-Fat

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

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

Seminole Dining Services uses only trans-fat free oils in all proprietary and most national brand locations on campus.

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

<http://www.campusdish.com/en-US/CSS/FloridaState/Sustainability/>

Tier 2-4: Guidelines for Franchisees

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

A brief description of the guidelines for franchisees:

As a company, ARAMARK is currently working on developing corporate sustainability guidelines for our franchises and is in the process of sending out a request for information to evaluate the sustainable practices of all our franchises. Based on this information, ARAMARK aims to develop sustainable guidelines for our franchises.

The website URL where information about the guidelines is available:

<http://www.campusdish.com/en-US/CSS/FloridaState/Sustainability/>

Tier 2-5: Pre-Consumer Food Waste Composting

Does the institution have a pre-consumer food waste composting program? NO

A brief description of the pre-consumer food waste composting program: none

Tier 2-6: Post-Consumer Food Waste Composting

Does the institution have a post-consumer food waste composting program? NO

A brief description of the post-consumer food waste composting program: none

Tier 2-7: Food Donation

Does the institution donate leftover or surplus food? NO

A brief description of the food donation program: none

Tier 2-8: Recycled Content Napkins

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

A brief description of the purchasing behavior:
All napkins purchased are 100% recycled content.

The website URL where information about the purchasing is available:

<http://www.campusdish.com/en-US/CSS/FloridaState/Sustainability/>

Tier 2-9: Reusable Mug Discounts

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

A brief description of the reusable mug program:
Seminole Dining offers \$.25 discount off of specialty coffee and \$.99 refills for all fountain beverages when a reusable mug or cup is used.

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

<http://www.campusdish.com/en-US/CSS/FloridaState/Sustainability/ReusableToGoProgram.htm>

Tier 2-10: Reusable To-Go Containers

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and re-use? YES

A brief description of the reusable to-go container program:
Seminole Dining has adopted the use of an "eco clamshell" in the residential dining facilities. Participants pay a refundable deposit for a reusable to-go container and can return the container any time for a complete refund. Seminole Dining washes all containers to ensure proper sanitation between uses. This will become the only to-go option available for students at our two dining facilities.

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

<http://www.campusdish.com/en-US/CSS/FloridaState/Sustainability/ReusableToGoProgram.htm>

ENERGY

OP-7 – Building Energy Consumption

Total building energy consumption, 2005: 890,376.0 MMBtu

Building space, 2005: 5,276,560.0 gross square feet

Total building energy consumption, performance year: 1,422,340.0 MMBtu

Building space, performance year: 11,781,406.0 gross square feet

Notes about the submission:

For 2005, we only have E&G building data. Data from July 2006 forward includes total campus.

OP-8 – Clean & Renewable Energy

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: 59.0 MMBtu

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

The OGZEB building on campus is an off grid, zero emissions building. It has solar photovoltaic, hydrogen production, and solar thermal systems.

Option 2: Non-electric renewable energy generated: 7.0 MMBtu

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

We have a solar parking light.

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: 0.0 MMBtu

A brief description of off-site, institution-catalyzed, renewable electricity generating devices: none

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: 0.0 MMBtu

A brief description of RECs or other similar renewable energy products purchased during the previous year: none

Option 5: Total electricity generated with co-generation technology using non-renewable fuel sources: 0.0 MMBtu

A brief description of co-generation technologies deployed: none

Total energy consumed during the performance year: 1,422,340.0 MMBtu

Notes about the submission:

With the average non-rebate pay back of 40 years for solar photovoltaic, we are focused on projects with quicker pay backs. We are 100% committed to renewable energy as long as the technology has a payback of less than 7 years. To increase to use of renewable energy, we would have to cancel other projects that can have a greater immediate impact on sustainability.

Tier 2-1: Timers for Temperature Controls

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

A brief description of the technology used:

Our controls systems are much more advanced than timers. We have a sophisticated scheduling process that incorporates class schedules and events into a database. Buildings systems are scheduled based on occupancy. Buildings employ either an ON/OFF or temperature set back process depending upon the type of building and the specific requirements of each occupant.

Tier 2-2: Lighting Sensors

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

A brief description of the technology used:

The majority of all buildings on campus have motion sensors for lighting control. The standard sensor is a room occupancy motion type of device connected to the room lighting circuit. In some buildings, the occupancy sensor is also connected to the HVAC system. Some areas use a Crestron lighting control system. Many hallways are also connected to motion sensors.

Tier 2-3: LED Lighting

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

A brief description of the technology used:

Most campus LED lighting is for exterior use, but there are some pilot projects within buildings. We have 500 linear tube LED lamps to replace the same number of T8 fluorescent lamps for the central utilities building. We are testing LED fixtures in parking garages 1 & 4 and have plans to install several hundred LED outdoor fixtures within the next 6 months in the west campus parking areas.

Notes on the submission:

Because we adhere to a 7 year return on energy investments, most LED systems are not yet affordable for indoor lighting. LED lumen output per watt has now attained parity and in some cases exceeded the lumen per output of fluorescent lamps. Fixture cost is still substantially higher than other equally energy efficient technologies.

Tier 2-3: Vending Machine Sensors

Has the institution installed vending machine motion sensors for at least one vending machine? NO

A brief description of the technology used:

Vending machines at FSU (approximately 255) are owned, operated, and serviced by outside vendors who have yet to introduce motion-sensor technology to our machines.

Tier 2-5: Energy management System

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location? YES

A brief description of the management system:

We have a centralized energy management system that rivals any other higher education institution in

the USA. It monitors over 600,000 points and has programming specifically designed to minimize energy usage. We have standardized on the Siemens Apogee platform. The first BAS panels were installed over 25 years ago, reflecting Florida State's long history of energy conservation. We have a 24 hour manned control room that monitors chiller and boiler efficiency. In addition, cameras are integrated into the control system for operator verification of tennis court lighting. The system is scheduled to shut down the HVAC system in most buildings after hours unless a special event is planned in advance.

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

<http://www.facilities.fsu.edu/CUP/bas.html>

Tier 2-6: Energy Metering

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

A brief description of the metering system:

All buildings on campus are sub-metered for electricity, natural gas, steam, and chilled water. All buildings are individually metered for water. Irrigation water is also metered.

GROUNDS

OP-9 – Integrated Pest Management

The size of the campus grounds: 1,112.81 acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan: 1,086.81 acres

A brief description of the IPM plan(s):

The FSU Grounds department is working with the Leon County Extension office to develop a formal IPM program. Current action thresholds have been developed for cycad scale on sago palms, whiteflies on gardenias, and tea scale on camellias when populations are noted during inspection of plants. Plants are monitored each season and pests are identified. Grounds utilizes coffee grounds to help prevent cycad scale and has used horticultural oils to smother scale insects. Whiteflies are controlled with insecticidal soap and horticultural oils. In the greenhouses, aphids and mites are controlled with horticultural oils and bio-rational products.

Tier 2-1: Native Plants

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

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

At FSU, we desire to utilize as many native plant species as we can and where they're appropriate (considering their aesthetic qualities, suitability to light exposure, soil conditions, ultimate height, educational merit, etc). Some examples of plantings that are primarily native include the landscaping around the Student Success Building and the Life Sciences cage wash roof top. We have been substituting turfgrass with native perennials in parking lot medians and roads at Mendenhall A, Varsity Way, and Varsity Drive. This is in compliance with Policy 1C-2 of our Campus Master Plan.

Tier 2-2: Wildlife Habitat

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

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

Policy 1C-5 of the Campus Master Plan states that a census of the wildlife and plants that would be affected by future planning phases or improvements on campus must be performed and protection plans must be made for any that are found. Policy 1C-6 gives guidelines to follow if endangered species are found (as reported in the FFWCC Methodology Guidelines).

Tier 2-3: Tree Campus USA

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program? NO

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

FSU will be applying for Tree Campus USA recognition.

Tier 2-4: Snow & Ice Removal

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal? NOT APPLICABLE

Reason this credit does not apply:

Institution does not remove snow and ice as part of annual maintenance routines.

Tier 2-5: Compost

Does the institution compost or mulch waste from grounds keeping, including grass trimmings? YES

A brief description of the composting or mulching program:

Grounds collects yard debris, limbs, and cut trees from campus to bring to the nursery to be ground into mulch that is then used again on campus. In 2008, 286 tons of yard waste was composted; 2009, 609 tons; and 2010, 853 tons.

PURCHASING

OP-10 – Computer Purchasing

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors? NO

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

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

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

Expenditures on EPEAT Gold desktop and laptop computers and monitors: \$2,808,683.43

Expenditures on EPEAT Silver desktop and laptop computers and monitors: \$130,983.37

Total expenditures on desktop and laptop computers and monitors: \$4,606,304.78

Notes about the submission (public):

Calculations based on 2009-2010 desktop & notebook/laptop purchases through Dell, HP, GovConnect contracts.

OP-11 – Cleaning Products Purchasing

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products? NO

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

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

Expenditures on Green Seal and/or EcoLogo certified cleaning products: \$509,179.00

Total expenditures on cleaning products: \$811,942.00

Notes about the submission:

Calendar year: January - December 2010

Expenditures are calculated by Grainger, FSU's on-site supply contractor. Although campus units and auxiliaries can purchase supplies through additional suppliers, this calculation represents dollars spent by the following departments: Facilities, Housing, Oglesby Union, Athletics, Central Purchasing, and Building Services.

OP-12 – Office Paper Purchasing

Does the institution have an institution-wide stated preference to purchase recycled content office paper? NO

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

Expenditures on 10-29 percent recycled-content office paper: \$ 26.80

Expenditures on 30-49 percent recycled-content office paper: \$ 19,835.23

Expenditures on 50-69 percent recycled-content office paper: \$ 3,044.10

Expenditures on 70-89 percent recycled-content office paper: \$ 0.0

Expenditures on 90-100 percent recycled-content office paper: \$ 131.93

Total expenditures on office paper: \$ 294,014.52

OP-13 – Vendor Code of Conduct

Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business? NO

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

Notes about the submission:

Although the University does not have a vendor code of conduct regarding social and environmental responsibility, many companies we do business with may reference such standards in their own policies. For example, the

Purchasing department contracts with vendors who include responsible disposal of electronic waste clauses as part of vendor negotiations.

Tier 2-1: Historically Underutilized Businesses

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

A brief description of how the institution meets the criteria:

An annual Small Business Participation Plan is created and submitted to the State Department of Management Services Office of Supplier Diversity. This document includes key focus areas that includes Leadership, Faculty & Staff Involvement; Education & Outreach; Communication; Reporting/Development & Monitoring; and Benchmarking & Best Practices. Objectives are established by and for the FSU Supplier Diversity Program Director who is the lead administrator for this initiative.

1. Monitors and reports overall spend by the University comparing spend of majority owned companies with historically underutilized businesses
2. Established ongoing meet and greet events to allow large and small firms to network with smaller firms promoting their goods and services. In many cases this relationship has lead to contract opportunities.
3. Developed and implemented a Construction Management Services Marketing Course that was a three phase process (classroom training; mock interview presentation; one-on-one assistance with bid submittal packages) that yield the first African American Construction Management firm to be awarded a minor contract (projects two million dollars or less) with FSU.
4. Planned and implemented the first annual Supplier Diversity Vendor Conference & Trade Fair with the purpose of promoting best practices in diversity and inclusion within the University and community, networking and building relationships between vendors and procurement staff. In addition to a reverse trade fair and business related workshops for vendors, there was also a seminar for internal staff with procurement responsibilities entitled "Small Acts of Inclusion – Creating Cultural Transformation".
5. Participate in local, statewide, national conferences and trade fairs.

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

<http://supplierdiversity.fsu.edu/>

Tier 2-2: Local Businesses

Does the institution give preference to local products and businesses in its purchasing decisions? YES

A brief description of the program:

Florida State University Supplier Diversity Program provides opportunities for small, minority and women owned business enterprises in the procurement of commodities, goods and services, and construction or related contracting within Florida State University. This includes Florida businesses that are not minority or women-owned.

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

<http://supplierdiversity.fsu.edu/pdf/regulation.pdf>

TRANSPORTATION

OP-14: Campus Fleet

Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet: 0

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: 3

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: 29

Total number of vehicles in the institution's fleet, including all of the above: 576

OP-15 – Student Commute Modal Split

The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:

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

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

The percentage (0-100) of institution's students who drive alone as their primary method of transportation:

NOT PURSUING CREDIT

Notes about the submission:

Unfortunately, no specific data on FSU student and staff travel behavior has been collected in recent history. Any data that does exist is an extrapolation from a larger regional survey conducted by Commuter Services of North Florida and the Marketing Institute in 2002.

OP-16 – Employee Commute Modal Split

The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation:

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

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

The percentage (0-100) of institution's employees who drive alone as their primary method of transportation:

NOT PURSUING CREDIT

Notes about the submission:

Unfortunately, no specific data on FSU student and staff travel behavior has been collected in recent history. Any data that does exist is an extrapolation from a larger regional survey conducted by Commuter Services of North Florida and the Marketing Institute in 2002.

Tier 2-1: Bicycle Sharing

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

A brief description of the program:

ReCycle is an FSU-based program that facilitates the rental of bicycles on a semester basis to FSU students. The program uses a fleet of bicycles comprised of donated bicycles that are repurposed for the program and new bikes. The program was launched in the fall of 2010 with seventeen (17) bicycles. The cost to rent the bike is \$20/semester. All bicycles were placed at that time.

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

<http://www.facebook.com/FSUreCycle>

Tier 2-2: Facilities for Bicyclists

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

A brief description of the facilities:

Tanner Hall, home to FSU Police Department has a gated vehicle area with a secure garage where police bikes are kept. Commuters may keep their bikes there, or in their office. There are men's and women's locker rooms, each equipped with 2 full showers. Each officer has a locker assigned and extra lockers are available for temporary use.

Tier 2-3: Bicycle Plan

Has the institution developed a bicycle plan? YES

A brief description of the plan:

Objectives and Policies in the Transportation Element of the Campus Master Plan speak to consideration of the bicycle:

- Objective 2A: The University shall develop a low speed, moderate capacity internal roadway loop including Academic Way/Call Street, Copeland Street, Jefferson Street and Chieftan Way, known as the inner loop system. Policy 2A-1: Develop an access management and urban design plan for the inner loop system which would include, but not be limited to, defining driveway spacing criteria, provision of on-street parking, bike/pedestrian facilities and interface, landscaping criteria, transit usage and land use specific access requirements.
- Objective 4A: Preserve and enhance the pedestrian and bicycle atmosphere of the campus. Policy 4A-7: Where feasible, turn existing inner-campus parking lots into open green spaces or bicycle parking lots, to promote the pedestrian ambiance of campus. Policy 4A-8: Preserve and enhance existing campus bicycle links between major campus activity areas, by means of a dedicated network that is not built upon. Policy 4A-9: Connect bike paths serving new campus development to existing campus bike paths. Policy 4A-10: Begin immediately to expand, enhance and promote the following programs to increase utilization of pedestrian and non-vehicular facilities: increase bicycle racks/parking throughout campus; increase the availability of bicycle lanes throughout the campus; promote the use of perimeter auto parking then using bicycles or walking modes from there into campus; work with City bicycle groups when bicycle plan is published to coordinate on-and off-campus improvements and to coordinate promote activities; and install special signs and paint roads and pathways denoting bicycle paths and parking zones;
- Policy 4B-2: Expand, enhance and promote the following existing programs and procedures to improve the safety of persons using pedestrian and non-vehicular pathways: bicycle-mounted safety patrols; provide bike racks on all buses that serve campus; and, consider "use-a-bike."
- Objective 4C: Establish priorities for development of pedestrian and bicycle facilities on-campus. Policy 4C-1: Include provisions for bicycle parking facilities in all new construction and renovation projects as

well as other appropriate types of capital improvements. Policy 4C-2: Pursue grants and other types of funding for improving the major bicycle pathways on campuses. Policy 4C-3: Collaborate with the Capital Region Transportation Planning Agency's "Bicycle and Pedestrian Master Plan" to prioritize and coordinate on and off campus improvements to best utilize funding sources of each to maximize the impact of these improvements. Policy 4C-4: All new bicycle and pedestrian facilities shall be designed in compliance with AASHTO, FDOT and ADA standards.

Notes on the submission:

Element 11 is the Transportation Element. Policies 2A, 4A, 4B AND 4C address bicycles. Figure 11.4 is a map that addresses the bicycle needs

(http://www.facilities.fsu.edu/Planning_Space_Management/master_plan_GOP.php). Appendix N of the "Design Guidelines and Specifications" contains the University Bicycle Rack Standard.

(<http://www.facilities.fsu.edu/FDC/Guidelines.php>)

Tier 2-4: Mass Transit

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

A brief description of the program:

FSU faculty, staff, and students have fare-free access to StarMetro, Tallahassee's City-run public transit system. They simply show their active FSU ID to gain access to any bus/route operated by StarMetro. FSU also contracts with StarMetro to operate the Seminole Express. The Seminole Express consists of six (6) routes which circulate the perimeter of the campus. Five (5) of these routes make off-campus runs to student-oriented apartment complexes before returning to campus.

The website URL where information about the program is available: <http://transportation.fsu.edu>

Tier 2-5: Condensed Work Week

Does the institution offer a condensed work week option for employees? YES

A brief description of the program:

To provide the opportunity to meet departmental, personal, and family needs, alternate or flextime work schedules may be requested by A&P, USPS and Faculty employees during the summer months or any other time of year. Additionally, alternate schedules may also be authorized by a Vice President, Dean, Director or Department Head for their division, college, department or unit as a whole with their employees participating on a voluntary basis.

Tier 2-6: Telecommuting

Does the institution offer a tele-commute program for employees? YES

A brief description of the program:

FSU's Employment and Recruitment Policies specifically address the availability of telecommuting per policy OP-C-7-B6 granted under Florida Statute Chapter 110.171 and 110.171(1)(c). Under this policy, employees whose job functions are compatible with telework arrangements may do so per the approval of their supervisor, Dean, Director, and/or Departmental Head.

The website URL where information about the program is available: <http://hr.fsu.edu/>

Tier 2-7: Carpool Matching

Does the institution have a carpool matching program? YES

A brief description of the program:

Commuter Services of North Florida, a project of the University's Marketing Institute and College of Business, does provide free ride matching services for carpool and vanpool formation to students, faculty, and staff. Commuter Services also provides this service to residents within an 8-county region centered upon Tallahassee. ZimRide will also be available for ride-matching services, beginning fall 2011.

The website URL where information about the program is available: <http://www.commuterservices.org/>

Tier 2-8: Cash-out of Parking

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)? NO

A brief description of the program: none

Tier 2-9: Carpool Discount

Does the institution offer reduced parking fees for car and van poolers? NO

A brief description of the program: N/A

Tier 2-10: Local Housing

Does the institution have incentives or programs to encourage employees to live close to campus? NO

A brief description of the incentives or programs: none

Tier 2-11: Prohibiting Idling

Has the institution adopted a policy prohibiting idling? NO

A brief description of the policy:

While Florida State University does not have a formal idling policy, the practice is to encourage its employees to not idle whenever possible. The primary emphasis is on maintenance and grounds vehicles.

Tier 2-12: Car Sharing

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

A brief description of the program:

The Office of Business Services will introduce ZipCar services to FSU by August 2011. ZipCar will provide the university a self-service, on-demand car sharing program that will enable students, faculty, and staff who become ZipCar members to use the shared, keycard accessible vehicles located on the university's main campus (thus supporting the goal of providing convenient, reliable alternative transportation modes).

WASTE REDUCTION**OP-17 – Waste Reduction**

Weight of materials recycled, 2005 baseline year: 990.96 tons

Weight of materials composted, 2005 baseline year: 419.01 tons

Weight of materials disposed as garbage, 2005 baseline year: 3,182.93 tons

Weight of materials recycled, performance year: 2,073.48 tons

Weight of materials composted, performance year (2009): 853.15 tons

Weight of materials disposed as garbage, performance year (2009): 2990.72 tons

On-campus residents, 2005: 4,351

Full-time, non-residential/commuter students, faculty, and staff members, 2005: 35,439

[(full-time students – residents) + full-time faculty + full-time staff]

Part-time, non-residential/commuter students, faculty, and staff members, 2005: 9,251

[part-time students + part-time faculty]; OPS staff removed from calculation to minimize double counting

On-campus residents, performance year (2009): 6,155

Non-residential/commuter full-time students, faculty, and staff members, performance year (2009): 35,037

[(full-time students – residents) + full-time faculty + full-time staff]

Non-residential/commuter part-time students, faculty, and staff members, performance year (2009): 9,403

[part-time students + part-time faculty]; OPS staff removed from calculation to minimize double counting

Notes about the submission:

Recycling rate (of total waste collected)

2005-2006: 23.74%

2009-2010: 40.63%

... a 71% increase in recycled material collected over 4 years.

OP-18 – Waste Diversion

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted: 1679.92 tons

Materials disposed in a solid waste landfill or incinerator: 2990.72 tons

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

Increased recycling program; local C&D processing facility; student moveout collection drive initiative, increased participating in Recycle Mania; increased recycling infrastructure for game-day recycling program.

OP-19 – Construction and Demolition Waste

Amount of construction and demolition materials recycled, donated, or otherwise recovered: 354.78 tons

Amount of construction and demolition materials landfilled or incinerated: 0.0 tons

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

USGBC LEED building standard for all new construction and renovation; local C&D processing facility.

OP-20 – Electronic Waste & Recycling Program

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

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

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

The FSU recycling department collects non-working electronic equipment from all departments' thought-out campus and electronics not sold after a surplus sale. The electronics are delivered to the FSU recycling facility where the equipment is stacked on pallets wrapped with a plastic wrap, loaded onto a truck and delivered to an approved recycling vendor. This process eliminates time and labor intense process of sorting the equipment and eliminates the electronics from ever reaching the local landfill.

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

When electronics become obsolete, uneconomical, inefficient, or no longer serves a useful function, the department may request the property be classified as surplus. Only Major or Minor Accountable property that is in working condition, or which has parts that are valuable and may be readily used or sold, should be classified as surplus. Property which is unsafe for further use or which has no value should NOT be classified as surplus, but may be disposed of via recycling.

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

Students can drop off e-waste at the campus Computer Store for recycling. Student-generated e-waste is also collected during the annual Chuck it for Charity student move-out collection drive. Usable donated electronics are donated to local community agencies. Computers are specifically separated and included in our campus e-waste collection to be properly disposed of.

OP-21 – Hazardous Waste Management

Does the institution have strategies in place to safely dispose of all hazardous, universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? YES

A brief description of steps taken to reduce hazardous, universal, and non-regulated chemical waste:

By law, the University is required to strive to reduce the amount of hazardous waste it generates; therefore, University personnel are directed to take the following measures:

- Buy only those amounts of hazardous materials which can be used before the expiration date of the material.
- Use up the hazardous material completely for the purpose for which it is intended.
- When finished with a stable and uncontaminated product, determine if someone else in the department has a legitimate need for, and can use, the product.

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

RCRA hazardous and select non-regulated wastes are handled by first ensuring that all personnel who may use chemical products which may become hazardous wastes are trained on proper hazardous waste collection and storage at least annually. Suitable waste collection containers are provided, free of charge by EH&S, as they are needed. These containers are labeled, kept closed when not in use and located in designated areas near the point of generation. When finished with the containers or they reach ¾ full, EH&S picks them up and moves them to a central storage facility where they are logged into a database, placed in secondary containment and segregated for eventual off-site shipment. Usually every two months or when quantities warrant and never more than every 90 days, EH&S contacts EPA licensed contractors and arranges for them to come to our facility, stabilize and package the chemicals appropriately for transport and take them to a properly licensed disposal facility. After these wastes are rendered non-hazardous, through destruction or other means, EH&S is provided with a certificate of disposal which is kept for at least 3 years along with copies of all other generated paperwork.

Universal wastes are handled similarly though the collection, packaging and paperwork requirements are less stringent, since they are going to be recycled versus being destroyed. These wastes are either transported to a local recycling center directly (i.e. - Interstate Battery or VEOLIA Environmental, Inc.) or arrangements are made for pick-up by a recycling company (i.e. a used oil company). This waste is still tracked and the paperwork is also kept for at least 3 years.

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

<http://www.safety.fsu.edu/hazmatmanual.html>

Tier 2-1: Materials Exchange

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

A brief description of the program:

If an asset is no longer useful to a department but is still in working order it must be sent to surplus property. This transfer of surplus property is free to departments. Florida State University's Property Accounting Services conducts surplus sales, in a live auction format, several times each year. These sales are generally held six times per year, usually on the first Saturday of every even month. Items offered include computers, electronics, furniture, office equipment, scientific equipment and vehicles.

The website URL where information about the program is available:

<http://controller.vpfa.fsu.edu/Property-Accounting/Surplus-Property-Auctions>

Tier 2-2: Limited Printing

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

A brief description of how printing is limited:

Information Technology Services provides three computer labs on campus which are available to all FSU students, faculty, and staff with a valid FSUCard. The Office of Business Services provides the computer labs with laser printers and paper and administers the pay-for-print program:

- Black and white prints (8 cents per page) are provided in all of our labs.
- Color prints (15 cents per page) are provided in all of our labs.

Printing is paid for with FSUCash through the FSUCard.

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

<http://its.fsu.edu/Computing/Computer-Labs>

Tier 2-3: Materials Online

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

A brief description of the practice:

The Office of the Registrar has moved all major publications to online sources, including the General Bulletin and the course catalog. Additionally, online and smartphone apps have been created for faculty and staff directories.

Tier 2-4: Chemical Reuse Inventory

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? NO

A brief description of the program:

Some steps are taken on a case by case basis for new, uncontaminated and stable products, but this is not done through a campus-wide inventory system.

Tier 2-5: Move-In Waste Reduction

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

A brief description of the program:

During move-in, special collection bins are placed at each residence hall to capture cardboard.

Tier 2-6: Move-Out Waste Reduction

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

A brief description of the program:

Chuck it for Charity is a program of the FSU Sustainable Campus Initiative and Housing & Residence Life to collect all the "stuff" that is usually thrown out during student move-out. The material is weighed, sorted, and redistributed to Tallahassee area community agencies in support of their work and the people they help.

2011: 12 tons collected

2010: 16 tons collected

2009: 6 tons collected

The website URL where information about the program is available:

<http://sustainablecampus.fsu.edu/chuckit.html>

WATER

OP-22 - Water Consumption

Water consumption, 2005 baseline year: 163,931,403.0 gallons

Water consumption, performance year (2009): 104,292,790.0 gallons

On-campus residents, 2005: 4,351

Full-time, non-residential/commuter students, faculty, and staff members, 2005: 35,439

[(full-time students – residents) + full-time faculty + full-time staff]

Part-time, non-residential/commuter students, faculty, and staff members, 2005: 9,251

[part-time students + part-time faculty]; OPS staff removed from calculation to minimize double counting

On-campus residents, performance year (2009): 6,155

Non-residential/commuter full-time students, faculty, and staff members, performance year (2009): 35,037

[(full-time students – residents) + full-time faculty + full-time staff]

Non-residential/commuter part-time students, faculty, and staff members, performance year (2009): 9,403

[part-time students + part-time faculty]; OPS staff removed from calculation to minimize double counting

OP-23 – Stormwater Management

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

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

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

Stormwater management is a permitted process in the State of Florida. All stormwater is managed in accordance to operating permits for new and existing buildings.

Does the institution have a living or vegetated roof? YES

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

The Life Sciences cage wash roof top garden has xeric plantings, primarily of Florida native plants such as sea oats, yucca, and native perennials.

Does the institution have porous paving? NO

Does the institution have retention ponds? YES

A brief description of the institution's retention ponds:

We have a stormwater distribution system on campus that eventually leads to a large retention pond on the south side of the main campus.

Does the institution have stone swales? NO

Does the institution have vegetated swales? NO

Does the institution employ any other technologies or strategies for stormwater management? NO

Tier 2-1: Waterless Urinals

Does the institution use at least one waterless urinal? YES

A brief description of the technology employed:

Found in the newly renovated William-Johnston building, the Zurn Z5795 Waterless Urinal is a wall hung vitreous china urinal with integral trap and drain line connection. No special tools are required to maintain the trap seal. Zurn green sealant maintains a sanitary, environmentally friendly and odor free installation. This urinal is furnished complete with two wall hanger brackets, fasteners, telescoping flange drain line connection, premeasured green sealant, and drain line gasket.

The website URL where information about the technology is available: <http://www.zurn.com/>

Tier 2-2: Building Water Metering

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

A brief description of the water metering employed:

All buildings have water meters. Some buildings have additional water meters for high load areas such as kitchens.

Tier 2-3: Non-Potable Water Usage

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? NO

A brief description of the source of non-potable water and how it is used: none

Tier 2-4: Xeriscaping

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? YES

A brief description of the program or practice:

Where possible, the grounds department selects plants that minimize the water usage required to support life. There are landscaped areas that are non-irrigated as well as areas that receive no regular irrigation with drought tolerant plantings. Examples include the Life Sciences cage wash rooftop and the Student Success building.

Tier 2-5: Weather-Informed Irrigation

Does the institution use weather data or weather sensors to automatically adjust irrigation practices? YES

A brief description of how weather data or sensors are used:

The Grounds department utilizes rain shut-off sensors on the irrigation systems to prevent unneeded watering.

PLANNING, ADMINISTRATION, & ENGAGEMENT

COORDINATION & PLANNING

PAE -1 – Sustainability Coordination

Does the institution have a sustainability committee? YES

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

To promote a culture of sustainable living in an open forum and to promote the practice of resource conservation at the Florida State University and within the campus community that by so doing promotes the university's positive impact upon the local and global environment.

Members of the committee, including affiliations:

Amy Browning (Facilities)
Sean Coyne (National High Magnetic Field Laboratory)
Adam Fox (Aramark/Seminole Dining)
Kevin Frentz (Thagard Student Health Center)
Amanda Gaglio (Residence Life)
Jenna Hagerich (Aramark/Seminole Dining)
Jeff Horton (Commuter Services of North Florida)
Laura Keller, Ph.D. (Biology)
Pattie Malarney (Campus Recreation)
Dianna Norwood (Finance & Administration)
Jim Stephens (Facilities, Central Utilities)
Mark Striffler (Oglesby Union)
Laurie Swiger (FSU Athletics)
Elizabeth Swiman (Office of Sustainability, Facilities)
Laurie Thomas (Facilities Planning & Space Management)
Willie Wiggins (Solid Waste & Recycling?)

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

<http://sustainablecampus.fsu.edu/aboutthesci.htm>

Does the institution have a sustainability office? YES

A brief description of the sustainability office:

The FSU Sustainable Campus Initiative seeks to have our campus serve as a living model of sustainability, providing learning experiences that students, faculty and staff may develop, apply and practice at FSU and in their extended communities.

The number of people employed in the sustainability office: 1

Notes on the submission:

Sustainability office student volunteers:

- Garnet & Gold Goes Green (football recycling) volunteer coordinator

- Eco-Reps student coordinator
- Student government liaison

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

<http://www.sustainablecampus.fsu.edu/>

Does the institution have a sustainability coordinator? YES

Sustainability coordinator's name: Elizabeth Swiman

Sustainability coordinator's position title: Director of Campus Sustainability

A brief description of the sustainability coordinator's position:

Develop a sustainability strategy for FSU; promote, facilitate, and implement sustainability principles and best practices by collaborating with departments, committees, faculty, staff, students, and community partners.

PAE-2 – Strategic Plan

Year the strategic plan or equivalent was completed or adopted: 2009

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

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

Strategic priority 6.5 states that FSU shall "achieve excellence in the sustainable campus environment." Critical success factors include: increased recycling; reduced fuel and water consumption to cut emissions and discharges; promotion of sustainable transportation solutions.

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

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

Critical success factors of strategic priority 6.0 include the promotion and demonstration of new economically, environmentally, and SOCIALLY sustainable practices.

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

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

Critical success factors for Strategic Priority 6.0 (ensure operational excellence while maintaining financial integrity) include reducing costs by implementing system-wide energy conservation and green building technologies and practices.

The website URL where information about the strategic plan is available: <http://president.fsu.edu/>

PAE-3 – Physical Campus Plan

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

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

The University's adopted master plan contains an element on conservation which contains goals, objectives and policies relating to sustainability. Other elements, such as utilities, transportation and landscape design guidelines contain similar language regarding area specific sustainability initiatives.

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

The website URL where the physical campus plan is available:

http://www.facilities.fsu.edu/Planning_Space_Management/master_plan.php

Notes about the submission:

The University's Campus Master Plan is reviewed and approved by University's Board of Trustees after a period of review by multiple state agencies, local governments and public hearings. The most current revision was approved June 2011.

PAE-4 – Sustainability Plan

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

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

Before the FSU Office of Sustainability was created (2010), the Strategic Planning Group led the charge for years in regards to most sustainability-related programs and goals. Members of this group represented the following stakeholder groups: Facilities, Student Affairs, Campus Dining, Finance & Administration, Business Services, Athletics, Housing, faculty, and students.

In addition to monthly meetings and program development, this group met yearly (2008-2010) to revise and update our goals and objectives.

A brief description of the plan's measurable goals:

- To educate students, staff, faculty and campus community members about sustainable living practices.
- To support via human resources and financial resources, when available, initiatives that promote conservation and green living on our campus.
- To collaborate with campus partners in establishing benchmarks in the area of waste reduction, energy reduction and non-renewable resource reduction and encourage the following "best practices:"
- To have a cohesive, all-encompassing organizational structure on campus that promotes our mission, establishes goals, and takes prompt action to achieve these goals on a perpetual basis.

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

Because of the "unofficial" nature of this group, goals focused on program development (education and awareness) instead of specific, targeted numbers for campus operations. Most of our goals could be tracked with a yearly update of YES or NO. Data was always being collected at the same time (tonnage of recyclable material and money saved, number of volunteers/hours, kWh reductions, etc) and were reported in a variety of ways.

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

<http://sustainablecampus.fsu.edu/goals.htm>

The year the plan was developed or last updated: 2010

PAE-5 – Climate Plan

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? NO

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

Although a formal Climate Action Plan has yet to be developed, the Florida State University has chosen energy conservation as its primary method for reducing greenhouse gas emissions. In addition to being environmentally responsible, it is also fiscally responsible.

The primary focus is on projects with a pay back of less than 7 years. The short pay back criteria ensure that capital invested in energy conservation/greenhouse gas reduction is able to be returned for reinvestment quickly.

A fiscally responsible greenhouse gas emissions reduction plan also supports other aspects of sustainability including affordability of a college education and educating students regarding the financial benefits of sustainability.

We look to use the results of STARS to set-up the next steps in creating FSU's Climate Action Plan.

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

The short term climate plan goals are to reduce greenhouse gas emissions via energy conservation projects. Over the next two years, the focus will be on the following categories:

- Lighting
- Converting constant flow HVAC systems to variable flow
- Improved building controls
- Improved data analysis software for historical data
- Steam system improvements
- Global chilled water loop modeling software
- Replacement of less efficient chillers

Each of the proposed projects has a significant impact on greenhouse gas emissions while dramatically reducing energy cost. Each category has a pay back of 2 to 7 years.

Year the climate plan was formally adopted or approved: N/A

DIVERSITY & AFFORDABILITY

PAE-6 – Diversity & Equity Coordination

Does the institution have a diversity and equity committee? NO

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

FSU has long been committed to diversity and inclusion. We have made progress over the past decade, enrolling a higher percentage of diverse students, maintaining our focus on recruiting and developing diverse faculty and staff, and enhancing institutional leadership through diversity endeavors. Although a formal committee has not been formed, our ambition is to further promote our current diversity initiatives and to develop a university-wide diversity and inclusion framework within which to operate.

Members of the committee, including affiliations: N/A

Does the institution have a diversity and equity office? YES

A brief description of the diversity office:

Florida State University's Office of Diversity and Equal Opportunity (DEO) is responsible for advancing and monitoring the University's Equal Employment Opportunity (EEO), Affirmative Action (AA), Americans with Disabilities Act (ADA), and Diversity and Inclusion policies, procedures, programs and initiatives. We accomplish this by:

- Working to maintain an environment free from discrimination and harassment and ensuring compliance with all applicable local, state and federal laws.
- Promoting a culturally diverse and inclusive work and educational environment where faculty and staff are treated fairly, recognized for their individuality and promoted for their performance.
- Developing policies and procedures to enhance equity for all employees.
- Communicating the University's commitment through training, education and program development.

The Florida State University is an affirmative action and equal opportunity employer supporting a culturally diverse educational and work environment.

The number of people employed in the diversity office: 5

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

<http://diversity.fsu.edu/index.cfm?page=homepage>

Does the institution have a diversity and equity coordinator? YES

Diversity coordinator's name: Renisha L. Gibbs

Diversity coordinator's position title: Director

A brief description of the diversity coordinator's position:

Leads the administration, implementation and development of the University's Equal Employment Opportunity, Affirmative Action, and Diversity and Inclusion initiatives, processes, programs, policies and procedures. Serves as key consultant to faculty, staff and students, as appropriate, throughout all levels of the University. Represents the University's interest with regulatory agencies and professional associations. Appointed as University Employee Ombudsperson. Oversees all activities of the Office of Diversity and Equal Opportunity.

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

<http://diversity.fsu.edu/index.cfm?page=contactusemps&profile=1>

Notes about the submission:

Diversity initiatives:

- Employee grant-in-aid program (Due to the University's ongoing budgetary issues, funding is not available for the Grant-in-Aid program until further notice.)
- Diverse Leadership Mentoring Program
- Supplier Diversity Program
- Center for Multicultural Affairs (Diversity Dialogues, FSUnited, Multicultural Leadership Summit)
- Safe Zone
- Departmental committees: College of Business, College of Law, College of Medicine, College of Human

Science, College of Information, National High Magnetic Field Laboratory, College of Music, College of Social Work, School of Theatre

PAE-7 – Measuring Campus Diversity Culture

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? YES

A brief description of the assessment(s):

National Survey of Student Engagement (NSSE) - administered to first-year and senior-year student regarding participation in programs and activities that institutions provide for learning and personal development.

Diversity-related questions include:

- Included diverse perspectives (different races, religions, genders, political beliefs, etc) in class discussions or writing assignments (academic and intellectual experiences).
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (institutional environment).
- Understanding people of other racial and ethnic backgrounds (educational and personal growth).

Year the assessment was last administered: 2011

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

Results are used to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education.

PAE-8 – Support Programs for Under-Represented Groups

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support under-represented groups on campus? YES

A brief description of the programs sponsored by the institution to support under-represented groups within the student body:

Mentoring:

- Students Supporting Students mentoring Program - students serve as role models for first year CARE participants.
- Diverse Leadership Mentoring Program - provides students an opportunity to build skills and knowledge while attaining goals for leadership development through a formal mentoring relationship with a leadership practitioner. The DLMP leadership mentors are FSU faculty, professional staff, alumni or graduate students with diverse backgrounds and experiences in studying and practicing leadership.

Counseling:

- Counseling Center (crisis intervention, couples/group counseling, etc)
- Thagard Student Health Center (nutrition support, outreach)

Peer support:

- Peer education programs (RENEW, STRIKE, SUNN)

Academic support:

- Center for Academic Retention & Enhancement (Summer Bridge Program (an alternative admission program for first-generation college students, and students who are disadvantaged by economic, cultural or educational circumstances.)
- Tutorial labs (within disciplines and various programs)
- Academic Center for Excellence (help all undergraduate students at Florida State University develop the study skills and personal success habits that enhance learning and promote the highest level of scholarship and academic achievement.)

Affinity groups:

- 500+ registered student organizations
- Campus ministries

A brief description of the programs sponsored by the institution to support under-represented groups within the faculty:

- National High Magnetic Field Laboratory Diversity & Inclusion Action Plan - develop and cultivate opportunities for members of underrepresented groups.
- The Provost's Minority Faculty Recruitment Program is designed to take advantage of opportunities to diversify our faculty when an academic unit does not have an opening available. Under the program, recruitment in pursuit of such opportunities may begin at any time, leading to an appointment effective in the current academic year or with the beginning of the next academic year. Salary and rank are totally open under the program.
- Deans' Minority Faculty Recruitment Program - Deans may designate existing positions within the school/college for minority recruitment. Advertising and recruitment requirements for these positions are the same as those for the Provost's Minority Faculty Recruitment Program positions. However, these positions are not subject to reallocation by the Provost in the event they are vacated and may be used subsequently as the dean determines most appropriate.
- The Alliance for the Advancement of Florida's Academic Women in Chemistry and Engineering (AAFAWCE is a National Science Foundation (NSF) ADVANCE-PAID program. AAFAWCE is a collaboration of five (5) Florida state universities: USF, FSU, UF, FAMU, and FIU. The mission is to increase the representation and promote the advancement of academic women in chemistry and engineering, thereby developing a more diverse science and engineering workforce. In addition to the sponsorship of leadership workshops, on each AAFAWCE campus they are working to establish mentorship programs for junior women faculty and recruitment practices workshops that provide strategies to attract diverse candidates.

A brief description of the programs sponsored by the institution to support under-represented groups within the staff:

- The Employee Grant-In-Aid Program helps to enhance and maintain its status as an "employer of choice" and a great place to work. This initiative is among various University strategies intended to develop and retain high-performing staff and foster workplace diversity at all levels. Faculty, University Support Personnel System (USPS) and Administrative & Professional (A&P) staff may apply, according to eligibility standards set by a committee.
- Diverse Leadership Mentoring Program is a formal process that was developed for the FSU Quality Enhancement Plan (QEP) as part of the Southern Association of Colleges and Schools (SACS)

Commission on Colleges accreditation process. The purpose of this Program is to create inclusive leadership opportunities for students from a broad spectrum of demographic and philosophical differences, to develop their knowledge of leadership and enhance their ability to demonstrate leadership skills. The FSU DLMP process provides undergraduate and graduate students mentoring opportunities with alumni, faculty, staff or graduate students.

- FSU Supplier Diversity Program (SDP) is designed to enhance our supplier base that reflects the wide diversity of our students, faculty, staff and community by expanding relationships and enriching economic opportunities.

PAE-9 – Support Programs for Future Faculty

Does the institution administer and/or participate in programs that meet the criteria for this credit? YES

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

- Leslie N. Wilson - Delores Auzenne Assistantship for Minorities - available for all new or currently enrolled minority graduate students. Nomination is through the department or college, but competition for these awards is on a university-wide basis.
- McKnight Doctoral Fellowships provide up to five years of support, with a stipend of \$12,000 plus tuition waivers and other support for four years and with the fifth year support at a rate that is typical in the student's academic program. These fellowships are for newly enrolling African American and Hispanic graduate students.
- FAMU Feeder Fellowship - FSU’s Graduate School has partnered with the Graduate Feeders Scholars program at Florida A&M University to provide under-represented students the opportunity to pursue graduate degrees.
- College Teaching Fellowships - awarded annually by the University to new graduate students. While these awards are administered by The Graduate School, the Fellows are selected through competitions held by each college. To be eligible for the College Teaching Fellowship, the student must have scored at least an 1150 on the GRE; maintained at least a 3.2 GPA during the course of undergraduate studies; maintained at least a 3.5 GPA during the course of any previous graduate level studies; and have been strongly recommended by former professors.
- Additionally, the Office of Undergraduate Research hosts a list of available awards, scholarships, and grants that support student research activities and further graduate studies.

PAE-10 – Affordability and Access Programs

Does the institution have policies and programs in place to make it accessible and affordable to low-income students? YES

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

The Center for Academic Retention & Enhancement (CARE office) is home to FSU’s TRIO programs, Upward Bound to help students prepare for higher education through academic instruction, counseling, tutoring and extensive after school test preparation workshops for standardized tests such as the SAT, ACT, and the FCAT.

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:

Students admitted through the CARE Summer Bridge Program who are first generation and Pell Grant eligible will qualify to receive the State sponsored first Generation Matching Grant. At FSU a decision was made to have this grant exclusive to CARE participants. It is \$1,500 per fall and spring semester; is based upon financial need; and, is designed to help them avoid loan obligations.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Although not specifically "trained" in this area, CARE appoints summer faculty that work expressly with our students, as well as faculty and instructors who teach small course sections for our students during other academic terms. Their efforts have been refined by experience and commitment primarily.

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

- SSTRIDE (Science Students Together Reaching Instructional Diversity & Excellence) is an outreach effort of the FSU College of Medicine with support from Florida's Area Health Education Centers. SSTRIDE's mission is to identify students who have a genuine interest in pursuing a career in science, engineering, mathematics, health, or medicine and to give those students the support services important for them to develop the sense of responsibility, focus and motivation necessary for success in their chosen fields. SSTRIDE has a college component for college and university students and a pre-college component for middle and high school students. The pre-college component is open to students from designated Florida middle and high schools in Leon, Gadsden, Madison and Okaloosa counties.
- CROP (College Reach-Out Program, administered by CARE) serves schools in Leon, Gadsden, and Wakulla counties and is an educational and motivational program that is designed to help students prepare for a successful college education. Participants in CROP must be students in grades 6-12 who meet certain educational and economic criteria as set forth by the State of Florida.

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

Where CARE has been able to identify available funds, some scholarships (\$8,000), have been provided to CARE participants based upon both need and merit. We also provide book scholarships for participants.

The FSU foundation is presently seeking donors to be able to provide additional scholarships.

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

The CARE Office provides information sessions to parents of incoming CARE participants to inform them about housing, financial aid and transition activities. We also have workshops to assist parents of our pre-collegiate program participants via the Upward Bound Program and the College Reach-Out Program. These workshops focus on academic preparation for college admission, the college admission process, financial aid procedures, etc.

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

The CARE Summer Bridge program is an alternative admission program for first-generation and students who are disadvantaged by economic, cultural or educational circumstances. This high school to college

bridge program is designed to help ease students' adjustment to college life and build a foundation for academic success. The admissions decisions are made jointly between representatives of CARE, Office of Admissions, and Office of Financial Aid.

A brief description of the institution's other admissions policies and programs: N/A

Tier 2-1: Gender Neutral Housing

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? YES

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

Upon request, University Housing & Residence Life accommodates students' needs.

Tier 2-2: Employee Training Opportunities

Does the institution make cultural competence trainings and activities available to all employees? YES

A brief description of the cultural competence trainings and activities:

The Center for Global Engagement offers training and workshops in Intercultural Communication (ICC) to any student group, center or department across campus as well as in the Tallahassee community. This interactive training is custom-designed to meet the diverse needs of each group, including:

- Preparing groups of students for effective global engagement and successful re-entry
- Developing, improving and applying intercultural communication skills in a variety of cultural contexts
- Improving leadership skills
- Increasing understanding and awareness among different cultures
- Enhancing customer service needs when interacting with culturally diverse groups
- Integrating global learning within a local context

The Center for Global Engagement through the HR department administers the Bridging Cultures for Service Excellence for employees to gain insight and sensitivity to providing customer service in an environment as culturally diverse as FSU. Additionally, CGE has developed a Global Partner Certificate program for staff and a number of cross-cultural activities and programs open to any employee on campus.

Additionally, the FSU Office of Diversity and Equal Opportunity is responsible for advancing and monitoring the University's Equal Employment Opportunity, Affirmative Action, Americans with Disabilities Act, and Diversity and Inclusion policies, procedures, programs and initiatives by: Working to maintain an environment free from discrimination and harassment and ensuring compliance with all applicable local, state and federal laws; Promoting a culturally diverse and inclusive work and educational environment where faculty and staff are treated fairly, recognized for their individuality and promoted for their performance; Developing policies and procedures to enhance equity for all employees; Communicating the University's commitment through training, education and program development. HR administers the Bridging Cultures for Service Excellence for employees to gain insight and sensitivity to providing customer service in an environment as culturally diverse as FSU.

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

<http://cge.fsu.edu/interculturalprog/TrainingAndAssessment/training.cfm>

Tier2-3: Student Training Opportunities

Does the institution make cultural competence trainings and activities available to all students? YES

A brief description of the cultural competence trainings and activities:

The Center for Global Engagement offers training and workshops in Intercultural Communication (ICC) to any student group, center or department across campus as well as in the Tallahassee community. This interactive training is custom-designed to meet the diverse needs of each group, including:

- Preparing groups of students for effective global engagement and successful re-entry
- Developing, improving and applying intercultural communication skills in a variety of cultural contexts
- Improving leadership skills
- Increasing understanding and awareness among different cultures
- Enhancing customer service needs when interacting with culturally diverse groups
- Integrating global learning within a local context

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

<http://cge.fsu.edu/interculturalprog/TrainingAndAssessment/training.cfm>

HUMAN RESOURCES

PAE-11 – Sustainable Compensation |

Total number of employees working on campus (including contractors): 19,464

Number of employees (including contractors) that the institution ensures earn sustainable compensation: 19,464

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

Florida State adheres to policies and procedures within a classification and compensation system designed to ensure that all employees receive sustainable compensation that exceeds federal and state minimum wage with a salary for the lowest-paid workers starting at \$17,000 annually or \$8.713 per hour (higher than the state minimum wage of \$7.31/hour). Taken with our current benefits, the total compensation package compares favorably to market competitors and peer institutions.

The Staff Compensation Strategy Steering Committee is currently reviewing the various components of pay and benefits to update the minimum pay levels of employees.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable: 2011

Notes about the submission:

Number of employees as of 9/01/2010: full-time faculty, part-time faculty, full-time independent contractors, part-time independent contractors, full-time non-student employees, part-time non-student employees, full-time OPS faculty, part-time OPS faculty, full-time salaried non-faculty, part-time salaried non-faculty, full-time student employees, and part-time student employees.

PAE-12 – Employee Satisfaction Evaluation

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? YES

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

A variety of surveys are done at the departmental level.

The Office of Employee and Labor Relations administers an employee exit survey which evaluates specific work factors, general work experience, and asks for additional suggestions and comments.

The year the employee satisfaction evaluation was last administered:

PAE-13 – Staff Professional Development in Sustainability

Does the institution make training and professional development opportunities available to all staff? YES

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

Sustainability professional development opportunities are available to any department that requests a program. Topics include what is currently taking place on campus, resources available to staff, and how to get involved. Discussion is led to help offices/departments build community and set goals for themselves.

PAE-14 – Sustainability in New Employee Orientation

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? NO

A brief description of how sustainability is included in new employee orientation: none

PAE-15 – Employee Sustainability Educators Program

A brief description of how the employee educators are selected: N/A

A brief description of the formal training that the employee educators receive: N/A

A brief description of the staff and/or other financial support the institution provides to the program: N/A

NOT PURSUING credit: 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.

Tier 2-1: Childcare

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? YES

A brief description of the child care program, policy, or practice:

FSU has four centers: Alumni Village Child Development Center, Educational Research Center for Child Development, Infant and Toddler Child Development Center and Starlight Child Development Center. All were originally established to assist student parents in the care and education of their children so that they could attend classes as well as to provide “hands on” experience and training for various academic departments on the FSU campus. FSU Child Development Programs are governed by Florida State University and ultimately the Board of Trustees. Priority is given to full-time, currently enrolled FSU students. The next priority is given to part-time, currently enrolled FSU students followed by FSU faculty and staff, and other interested parents in the community.

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

<http://www.childcare.fsu.edu/>

Tier 2-2: Employee Wellness Program

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? YES

A brief description of the employee wellness program, policy, or practice:

The mission of the Employee Assistance Program is to contribute to a healthier work environment by assisting individuals with personal problems and by consulting with supervisors on individual employee and group concerns. Services include: assessment of personal difficulties, short-term intervention, referral to community resources, and development of a community resource base, consulting with supervisors when an employees' personal difficulties appear to be affecting job performance or when group dynamics are interfering with departmental performance, training in relevant areas, and providing alternative dispute management (mediation).

The EAP provides the following for employees and their dependents: Confidential and timely problem identification/assessment services for employee clients, and their dependents, with personal concerns that may impact their lives and/or job performance; use of constructive confrontation, motivation, and short-term intervention with employee clients to address problems that affect job performance; referral of clients for diagnosis, treatment, and assistance, plus monitoring and follow-up services. Additionally, EAP offers trainings on topics of personal benefit to individuals: stressed out, compassion fatigue, positive psychology, etc.

Wellness programs are available to staff through the Thagard Student Health Center (smoking cessation) and the Leach Center (small group wellness education sessions, exercise sampler series for staff).

The website URL where information about the program, policy, or practice is available: <http://www.eap.fsu.edu/>

Tier 2-3: Socially Responsible Retirement Plan

Does the institution offer a socially responsible investment option for retirement plans? YES

A brief description of the socially responsible investment option for retirement plans:

FSU has several vendors who provide a variety of investment options for retirement plans. Several have options that are socially responsible, including:

- ING offers the Neuberger Berman Socially Responsive Fund.
- TIAA-CREF offers the CREF Social Choice account. It is a balanced portfolio, consisting of two asset classes, Stocks and Bonds – All with consideration to having a screen to eliminate investments that are not considered socially responsible.
- Valic offers three options:
 - State University System ORP & USF Supplemental TSA 403(b): Global Social Awareness Fund (Pinebridge Investments)
 - State of Florida Deferred Compensation 457(b): Calvert Social Investment Equity A
 - FSU Supplemental TSA 403(b): Socially Responsible Fund (SunAmerica)

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

http://www.hr.fsu.edu/index.cfm?page=FacultyStaff_Retirement_Retire&NAV2=Retirement

INVESTMENT

PAE-16 – Committee on Socially Responsible Investment

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit? NO

The charter or mission statement of the CIR or other body 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

PAE-17 – Shareholder Advocacy

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? NO

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? NO

Has the institution conducted a negative screening of its entire investment pool within the last three years? NO

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years: N/A

PAE-18 – Positive Sustainability Investments

Total value of the investment pool: \$422,187,729.73

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry: \$0.00

Value of holdings in businesses selected for exemplary sustainability performances: \$0.00

Value of holdings in sustainability investment funds, such as a renewable energy investment fund: \$0.00

Value of holdings in community development financial institutions (CDFIs): \$0.00

Value of holdings in socially responsible mutual funds with positive screens: \$0.00

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.):

Tier 2-1: Student-Managed SRI Fund

Does the institution have a student-managed socially responsible investment fund through which students are able to develop socially responsible investment skills and experience? NO

A brief description of the student-managed SRI fund:

The Student Investment Fund (a direct service organization in the College of Business) was established for students to learn and have direct experiences in the area of investments. The fund may invest in many areas as it deems appropriate and could possibly pick some investments in the areas of social responsibility, but was not designed for that specific purpose.

Tier 2-2: Socially Responsible Investment Policy

Does the institution have a policy or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? NO

Tier 2-3: Investment Disclosure

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? NO

PUBLIC ENGAGEMENT

PAE-19 – Community Sustainability Partnerships

Does the institution participate in community sustainability partnerships that meet the criteria for this credit? YES

A brief description of the institution’s sustainability partnerships with the local community:

Since its beginning, the FSU Sustainable Campus Initiative has always partnered with our local community to advance sustainability within Tallahassee and Leon County. All of the organizations collaborate on building a cohesive, unified vision of sustainability in our community. Together we host conferences, educational programming, and opportunities for engagement.

The website URL where information about sustainability partnerships is available: www.sustainablecampus.fsu.edu

Notes about the submission:

Partner organizations include:

- | | |
|--|--|
| FAMU Green Coalition | City of Tallahassee |
| Leon County Sustainability Office | Sustainable Tallahassee |
| Save the Wacissa | PeaceJam Southeast |
| Center for Leadership & Civic Education | City of Tallahassee Recycling |
| Leon County Recycling | USGBC local chapter |
| The Sharing Tree | Keep Tallahassee Leon County Beautiful |
| 20+ community organizations through our Chuck it for Charity program | |

PAE-20 – Inter-Campus Collaboration on Sustainability

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community? YES

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

2011 Jacksonville University STEM Day Institute - Sustainability & Service Learning

AASHE 2010 - Garnet & Gold Goes Green: expanding FSU's game day recycling program/Got stuff? Chuck it for Charity: a student move out collection initiative

2009 FAMU Green Summit - A call to action: civic engagement and sustainability

Recycle Florida Today & AASHE 2008 - IMPACTing campus & community sustainability initiatives through the scholarship of engagement

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
NASPA Sustainability Knowledge Community
Educational Alliance for a Sustainable Florida

USGBC
Southeast Sustainability network

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

The campus sustainability programs of both Florida State University (FSU) and Florida Agricultural & Mechanical University (FAMU) - both located in Tallahassee, FL - work together to build inter-campus experiences for our students. Students from both travel together to Power Shift and there is continuous community building between our universities.

The Alliance for a Sustainable Florida provides a network of statewide sustainability coordinators. Together we share best practices and can lobby for specific issues related to our state.

PAE-21 – Sustainability in Continuing Education

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

Number of sustainability continuing education courses offered: 6

Total number of continuing education courses offered: 87

Notes about the submission:

Sustainability-related Continuing Education courses calculated from 2009-2010 and 2010-2011 CE course listing.

Does the institution have a sustainability-related certificate program through its continuing education or extension department? NO

A brief description of the certificate program: N/A

Year the certificate program was created: N/A

PAE-22 – Community Service Participation

The number of students engaged in community service: 10, 649

Total number of students, which may exclude part-time, continuing education and/or non-credit students: 39,014

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

<http://www.thecenter.fsu.edu/>

Public notes on submission:

Numbers based on most recent full academic year (2009-2010) and calculated through the FSU ServScript program and service learning course records. The number of ServScript hours depends on student VOLUNTARY reporting, so it represents only a fraction of the total service hours actually completed.

Over the past few years FSU has been recognized both locally and nationally for its commitment to community engagement: 2010 Carnegie Classification for Community Engagement designation; 2010 Florida Campus Compact Engaged Campus award; 4-time recipient of the President's Higher Education Community Service Honor Roll Honorable Mention

PAE-23 – Community Service Hours

The number of student community service hours contributed during a one-year period: 217,761.3

Total number of students, which may exclude part-time, continuing education and/or non-credit students: 39,014

Public notes on submission:

Numbers based on most recent full academic year (2009-2010) and calculated through the FSU ServScript program and service learning course records. The number of ServScript hours depends on student VOLUNTARY reporting, so it represents only a fraction of the total service hours actually completed.

PAE-24 – Sustainability Policy Advocacy

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? YES

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated:

During the 2011 legislative session, FSU's lobbyist advocated for HB 7151, Postsecondary Education which provides that a university or college system institution may dispose of or make use of the unclaimed lost or abandoned property in a manner that best meets the needs of the university and its students. This provision will allow for a recycled bicycle program to be used on the FSU campus.

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

<http://www.govrel.fsu.edu/>

PAE-25 – Trademark Licensing

Is the institution a member of the Worker Rights Consortium? NO

Is the institution a member of the Fair Labor Association? YES

Has the institution expressed intention to participate in the Designated Suppliers Program? NO

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

<http://seminole-boosters.fsu.edu/netcommunity/page.aspx?pid=588>

Tier 2-1: Graduation Pledge

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? NO

A brief description of the graduation pledge program: N/A

Tier 2-2: Community Service on Transcripts

Does the institution include community service achievements on student transcripts? YES

A brief description of the practice:

The ServScript Program formally recognizes students' demonstrated commitment to community service. This commitment is documented through the description of students' community service hours on their official FSU academic transcript. Transcripts are student records of scholarly achievement; as such, the ServScript program has created guidelines to clarify and recognize community service of consistent quality. Three defining concepts serve as the basis for approved ServScript entries:

1. Community service is defined as an unpaid, non-punitive, intentional activity to benefit a community need.
2. Community is defined as the geographic or demographic setting, ranging from local to global contexts.
3. Need is defined as the civic actions necessary to solve current social problems. Needs are most commonly identified by the mission-based work of not-for-profit agencies, and by for-profit agencies seeking to end pain and suffering.

The ServScript Program is designed to encourage students to contribute their skills and resources to serve others. Through informed service, students gain compassion for others and the challenges they face. Recognizing these challenges, and the power of individual action to effect change, students may develop a commitment to practice social responsibility throughout their lives.

The website URL where information about the practice is available:

<http://www.thecenter.fsu.edu/involved/programs/ServScript.html>

Tier 2-3: Farmers' Market

Does the institution host a farmers' market for the community? YES

A brief description of the farmers' market:

Spring 2011 pilot program - Seminole Dining (Aramark) partnered with a local market to host an on-campus farmer's market. Once a week, Tomato Land provided fresh, local, and organic produce, vegetables, breads, cheeses, and other options.

This program was a great opportunity to educate students and faculty/staff about local farmers and the greater Leon County Community as well as aligning with the goals of the Healthy Campus 2020 initiative.

INNOVATION

IN-1: Energy Fund

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

In the mid 90's, Florida State University implemented large energy conservation projects, largely via performance contracting. Many of the low hanging fruit projects such as T-12 fluorescent lamp replacements, 2 way control valves for chilled water, and chiller upgrades were completed. In 2009, Florida State University hired its first Energy Engineer to pursue more complex projects.

After evaluating the successes and failures of other programs on campuses throughout the US, FSU chose to embark on a program that is sustainable in terms of both energy conservation and financial return. A recurring annual fund focused solely on energy projects with less than a 7 year pay back was established, primarily funded from previous energy conservation project savings. The 7 year payback goal insures that projects with shorter pay backs are completed first. For example, we could install solar panels on top of a parking garage, but they have a 40 year pay back. On the other hand, we can retro-commission a building and get returns of 7 years or less. With the same amount spent, we can reinvest the savings over 5 times during a 40 year period. We maximize both our reduction of energy use over time and recover our funds sooner for additional reinvestment.

The fund is managed to maximize the financial return where higher return projects take priority over lower return projects. The flexibility to manage a group of projects as a stock portfolio is innovative and certainly maximizes the financial return for the university.

We have committed over \$1 million dollars this year for these types of projects. Some of the projects that are in the execution phase are:

- Conversion of chilled water plants from constant primary flow to variable
- Re-lamping the campus with 25W fluorescent lamps
- Demand based building ventilation

Many other projects such as LED for some outdoor lighting, chiller upgrades, and building automation system upgrades are also in the planning phase.

IN-2: Off-Grid Zero Emissions Building

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

The Off-Grid Zero Emissions Building (OGZEB) can be categorized broadly under "Sustainable Housing", terminology that incorporates design principles that combine environmental, economic and societal consciousness, thus ensuring the longevity of not only the house but the environment in which the house resides. The design of the OGZEB was guided by a sustainable development framework developed by Parris and Kates. A sustainable development framework was chosen based on a realization that energy concerns and environmental concerns go hand in hand.

The OGZEB is a 1064 square foot building that is split into an 800 square foot graduate style flat and 264 square feet of offices. The building is a living laboratory that is operating 24 hours a day. All the energy in the building whether converted by geothermal, solar thermal panels or photovoltaic panels is monitored and recorded. All electrical use is also recorded down to individual circuits in the house. This will allow research into new cutting edge technologies.

Research at the OGZEB is ongoing as new technologies are implemented and tested. The most recent research involved the integration of solar thermal with the HVAC system. The house not only provides a test bed for the system but also the data required to determine its effects on the system and overall efficiency. Current data shows promising results.