



Florida State University

STARS REPORT

STARS Version: 2.2

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Rating: Gold

Score: 67.49

Prepared by: FSU Sustainable Campus

About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE \(Advancement of Sustainability in Higher Education\)](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.

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SUMMARY OF RESULTS

Score: 67.49

Institutional Characteristics

0.00/0.00

Academics		
	CURRICULUM	25.77/40.00
	RESEARCH	18.00/18.00
Engagement		
	CAMPUS ENGAGEMENT	14.81/21.00
	PUBLIC ENGAGEMENT	16.19/20.00
Operations		
	AIR & CLIMATE	6.32/11.00
	BUILDINGS	3.35/8.00
	ENERGY	3.26/10.00
	FOOD & DINING	3.55/8.00
	GROUNDS	3.11/4.00
	PURCHASING	3.48/6.00
	TRANSPORTATION	3.08/7.00
	WASTE	5.12/10.00
	WATER	3.04/6.00
Planning & Administration		
	COORDINATION & PLANNING	8.38/9.00
	DIVERSITY & AFFORDABILITY	8.19/10.00
	INVESTMENT & FINANCE	0.00/7.00
	WELLBEING & WORK	2.59/7.00
Innovation & Leadership		
		4.00/4.00

INSTITUTIONAL CHARACTERISTICS

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data.

PRE-3: Institutional Boundary

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, if the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

-Institution type: Doctoral/Research

-Institutional control: Public

A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

Florida State University's main campus is in downtown Tallahassee, Florida with several campus buildings across the city including the Reservation, an outdoor recreational area, SW Campus, containing the Innovation Park research area, golf course, and the FSU-FAMU College of Engineering. Also included in the main campus footprint is the FSU Marine Lab, a coastal and marine research hub located in St. Teresa, FL. For the purposes of this reporting, the FSU boundary will include the areas mentioned above.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	Yes	No
Other professional school with labs or clinics (e.g., dental, nursing, pharmacy, public health, veterinary)	No	No
Museum	No	No
Satellite campus	Yes	No
Farm larger than 2 hectares or 5 acres	No	No
Agricultural experiment station larger than 2 hectares or 5 acres	No	No
Hospital	No	

The rationale for excluding any features that are present from the institution:

Apart from the main campus, FSU also contains several satellite campuses located throughout Florida and internationally. While FSU has a medical school, it does not house an on-site training facility. FSU partners with local hospitals which contain academic and lab spaces to ensure hands-on training. These FSU features were not included in the boundary for this report to ensure data could be gathered, accurate, and consistent. The areas included in this report give an accurate representation of FSU's commitment to sustainability.

PRE 4: Operational Characteristics

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years before the anticipated submission date.

- Endowment size: \$897,570,109 *US/Canadian*
- Total campus area: 1247 *Acres*
- Locale: Mid-size city
- IECC climate zone: 2- Hot
- Gross floor area of building space: 13,610,426 *Gross Square Feet*
- Floor area of laboratory space: 791,648 *Square Feet*
- Floor area of healthcare space: 58,689 *Square Feet*
- Floor area of other energy intensive space: 1,239,975 *Square Feet*

PRE 5: Academics and Demographics

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years before the anticipated submission date. Some population figures are used to calculate weighted campus user, a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

- Number of academic divisions: 17
- Number of academic departments (or the equivalent): 75
- Number of students enrolled for credit: 43,999
- Total number of employees: 8,264
- Full-time equivalent student enrollment: 39,829
- Full-time equivalent of students enrolled exclusively in distance education: 1,741
- Full-time equivalent of employees: 7,079
- Number of students resident on-site: 6,642
- Number of employees resident on-site: 12
- Number of other individuals resident on-site: 0
- Weighted campus users, performance year: 35,538.75
- Additional documentation to support the submission: [Fall 2021 IR Fact Book](#)

ACADEMICS

CURRICULUM

Points Claimed 25.77 / 40.00 Points Available

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

Credit	Points
Academic Courses	9.01 / 14.00
Learning Outcomes	2.76 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

AC-1: Academic Courses

Points Claimed: 9.01 / Points Available: 14.00

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability.

	Undergraduate	Graduate
Total number of courses offered by the institution	3,434	3,405
Number of sustainability-focused courses offered	149	114
Number of sustainability-inclusive courses offered	203	132

Percentage of courses that are sustainability course offerings: 8.74

Total number of academic departments that offer courses: 75

Number of academic departments with sustainability course offerings: 62

Percentage of academic departments with sustainability course offerings: 82.67

A copy of the institution's inventory of its sustainability course offerings and descriptions:

[All Sustainability Course Offerings STARS.pdf](#)

Do the figures reported above cover one, two, or three academic years?: Three

A brief description of the methodology used to complete the course inventory:

Sustainability is inherently about connectivity, specifically between the environment, economic systems, and equity. As such, for a course to be determined as a 'sustainability course' it must identify and describe the relationship between at least two of the three pillars of sustainability or be focused entirely on sustainability. It is essential for the course to articulate the intersections of the pillars of sustainability, highlighting the relationship and influence one system has on another.

A course that is focused on one of the pillars of sustainability (i.e., biology or social justice) and includes a section incorporating another pillar but does not focus on the concept of sustainability itself is categorized as a 'course that includes sustainability'.

For example, while economic systems are an aspect of sustainability, a typical economics class will only cover one dimension of sustainability. However, an economics class that focuses on the intersection of the environment covers two dimensions and would be considered a 'sustainability course.' An economics class that includes a section on environmental economics would be considered a course that includes sustainability.

In gathering data, FSU Institutional Research pulled course information from Campus Solutions, the student information system at FSU. Sustainable Campus staff compiled a list of 345 keywords, including 154 environmental keywords, 158 social keywords, and 33 economic keywords. These keywords reflected best practices from peer universities and the Sustainable Development Solutions Network. The keywords were used to identify potential 'sustainability courses' or 'courses that include sustainability,' pulling data from the online course catalog.

Staff from the Sustainable Campus Office then examined each output using the criteria below to determine if a class was a 'sustainability course' or a 'course that includes sustainability':

1. Does the course title and/or description contain the presence of keywords?

2. Do the keywords in their broader context refer to sustainability? (For example, does “environment” refer to the natural world or a specific context related to the discipline?)
3. Do the keywords represent more than one pillar of sustainability?
4. Are the keywords linked with language that “describes the relationship between at least two of the three pillars of sustainability?”
5. Even if there are no keywords present, is there evidence to support the idea that sustainability is a theme in the course?
6. Is the course a ‘sustainability course’ or a ‘course that includes sustainability’?

Sustainable Campus staff compiled an initial list of ‘sustainability courses’ and ‘courses that include sustainability.’ The initial list was sent to 36 departments who were identified as teaching a ‘sustainability course’ or ‘course that includes sustainability’. Staff and faculty members from these departments were asked to validate the information to ensure that it was accurate and to request additions that may have been overlooked. 23 departments verified that the information was correct and/or added additional courses.

In summary, sustainability course identification was an iterative process. The sustainability course inventory continues to change and may not be a complete list of all sustainability courses offered at FSU.

How were courses with multiple offerings or sections counted for the figures reported above?:
Each course was counted as a single course regardless of the number of offerings or sections.

Website URL where information about the sustainability course offerings is available:

<https://sustainablecampus.fsu.edu/students/academic-opportunities/sustainability-course-degree-guide/sustainable-course-guide>

Are the following course types included in the inventory?

Course Type	Included?
Internships	No
Practicums	No
Independent study	No
Special Topics	Yes
Thesis/Dissertation	No
Clinical	No
Physical education	No
Performance arts	No

AC-2: Learning Outcomes

Points Claimed: 2.76 / **Points Possible:** 8.00

Criteria: Institution’s students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?: No

Total number of graduates from degree programs: 12,627

Number of graduates from degree programs that require an understanding of the concept of sustainability: 4,362

A brief description of how the figure above was determined:

University Degree-granting programs were surveyed for documented learning outcome language that corresponded to the definitions for requiring an understanding of sustainability <https://provost.fsu.edu/outcomes/smalcs-report>. The sustainability course guide was then filtered to show sustainability-focused courses. If a degree required at least one sustainability-focused course, the graduates from 2021-2022 from that degree were counted. Number of degrees awarded found here: <https://ir.fsu.edu/degreesawarded.aspx>

A list of degree programs that require an understanding of the concept of sustainability:

Bachelor's, Environmental Chemistry
Bachelor's, Environmental Science
Bachelor's, Geology
Bachelor's, Human Rights and Social Justice
Bachelor's, Meteorology
Bachelor's, Women's Gender and Sexuality Studies
Bachelor's, Management (General)
Bachelor's, Management (Human Resources)
Bachelor's, Management Information Systems
Bachelor's, Risk Management and Insurance
Bachelor's, Communication Science & Disorders (Audiology & Speech Pathology)
Bachelor's, Biology (FSU-Teach)
Bachelor's, Chemical Science (FSU-Teach)
Bachelor's, Elementary Education
Bachelor's, FSU-Teach (Applied Geosciences)
Bachelor's, FSU-Teach (Environmental Sciences)
Bachelor's, Social Science Education
Bachelor's, Special Education Teaching
Bachelor's, Visual Disabilities (Special Education)
Bachelor's, Engineering (Biomedical)
Bachelor's, Engineering (Chemical)
Bachelor's, Engineering (Civil)
Bachelor's, Engineering (Computer)
Bachelor's, Engineering (Electrical)
Bachelor's, Engineering (Industrial)
Bachelor's, Engineering (Mechanical)
Bachelor's, Entrepreneurship (Commercial)
Bachelor's, Entrepreneurship (Retail)
Bachelor's, Entrepreneurship (STEM)
Bachelor's, Interior Architecture and Design
Bachelor's, Global Club Management and Leadership

Bachelor's, Hospitality and Tourism Management
Bachelor's, Recreation and Tourism Management
Bachelor's, Interdisciplinary Medical Sciences: Clinical Professions
Bachelor's, Interdisciplinary Medical Sciences: Health Management, Policy and Information
Bachelor's, Interdisciplinary Medical Sciences: Community Patient Care
Bachelor's, African American Studies
Bachelor's, Asian Studies
Bachelor's, Economics
Bachelor's, Environment and Society
Bachelor's, Geography
Bachelor's, Interdisciplinary Social Science
Bachelor's, International Affairs
Bachelor's, Latin American and Caribbean Studies
Bachelor's, Latin American and Caribbean Studies with Emphasis in Business
Bachelor's, Political Science
Bachelor's, Public Health
Bachelor's, Russian and East European Studies
Bachelor's, Sociology
Bachelor's, Social Work
Bachelor's, Humanities
Bachelor's, Asian Studies with Emphasis in Business
Master's Biological Sciences
Master's Civil and Environmental Engineering
Master's Energy and Electronic Materials
Master's Demography
Master's Environmental Science
Master's Geology
Master's Meteorology
Master's Oceanography
Master's Economics
Master's Entrepreneurship
Master's Geography
First Professional Interior Design Master of Science
Master's International Affairs
Master of Business Administration
Master's Public Health
Master of Science in Risk Management and Insurance (MS-RMI)
Master's Social Work
Master's Urban and Regional Planning
Doctoral Business Administration
Doctoral Geology
Doctoral Meteorology
Doctoral Oceanography
Doctoral Sociology
Doctoral Urban and Regional Planning
JD, Energy Environment & Natural Resources

Percentage of students who graduate from programs that require an understanding of the concept of sustainability: 34.55

Website URL where information about the sustainability learning outcomes is available:

<https://provost.fsu.edu/outcomes/smalcs-report>

AC-3: Undergraduate Program

Points Claimed: 3.00 / Points Available: 3.00

Criteria: Institution offers at least one:

- Sustainability-focused program (major, degree, or certificate program) for undergraduate students AND/OR
- Undergraduate-level, sustainability-focused minor or concentration (e.g., a concentration on sustainable business within a business major).

Does the institution offer at least one sustainability-focused major, degree, or certificate program for undergraduate students?: Yes

Name of the sustainability-focused undergraduate degree program: B.S. in Environment & Society

A brief description of the undergraduate degree program: The B.S. S.T.E.M. degree in Environment & Society explores how humans affect and are affected by changes in the natural environment. It combines courses from the social sciences and the natural sciences to investigate today's pressing environmental issues, such as ecosystem management, climate change, natural resource conservation, food production, marine exploitation, urban sustainability, land use planning, severe storm mitigation, and environment health—including how those issues are debated, measured, evaluated, and then formulated into public policy.

Website URL for the undergraduate degree program:

<http://geography.fsu.edu/programs/undergraduate/environment-society/>

Name of the sustainability-focused, undergraduate degree program (2nd program): B.S. and B.A. in Environmental Science

A brief description of the undergraduate degree program (2nd program): Environmental Science is the interdisciplinary study of environmental systems from a scientific perspective. The scientific perspective shaping the undergraduate degree program draws from oceanography, geology, meteorology, biology, and chemistry. The Environmental Science program will prepare students in the broader area of geosciences and is an option for students seeking a broader interdisciplinary major with the rigor of mathematics and the physical sciences at its core.

FSU offers both the BS and BA degrees in Environmental Science. The BA degree differs from the BS degree in lower-level mathematics requirements and a greater emphasis on policy. The goals of both programs are to prepare exceptionally well-qualified graduates to successfully work in the interdisciplinary earth sciences, whether in government agencies, NGOs, or the private sector. Environmental Science also provides a strong basis for graduate study in environmental and interdisciplinary earth sciences.

Website URL for the undergraduate degree program (2nd program):

http://undergrad1.its.fsu.edu/academic_guide/guide-display.php?program=environmental-science-bs

Does the institution offer one or more sustainability-focused minors or concentrations for undergraduate students?: Yes

Name of the sustainability-focused undergraduate minor or concentration: Geography Minor

A brief description of the undergraduate minor or concentration:

Geography bridges the social sciences and physical sciences in the pursuit of how humans affect and are affected by the natural environment. Geographers examine many social/physical issues at every scale, such as housing development and habitat loss, insurance premiums and storm damage, commercial fishing and marine sustainability, transport flow and air pollution, energy needs and mineral exploitation, and intensive farming and deforestation.

Website URL for the undergraduate minor or concentration:

<http://geography.fsu.edu/programs/undergraduate/geography/>

Name of the sustainability-focused undergraduate minor or concentration (2nd program):

Global Citizen Certificate

A brief description of the undergraduate minor or concentration (2nd program):

Through active learning and reflection, the Global Citizenship Certificate (GCC) helps undergraduate students develop invaluable skills and competencies needed to be global-ready graduates. Students take 4 three-credit academic courses: 1 required course and 3 approved electives that enhance understanding of global issues and cultures. The courses include topics such as diversity, politics and religion, global social and environmental conditions, and historical forces that shape the current world. Students can study a second language, travel to another country, and develop a capstone project synthesizing their experiences. Students also interact with international students and scholars to develop skills that will help them collaborate more effectively with people from different cultures.

Website URL for the undergraduate minor, concentration, or certificate (2nd program):

<https://cge.fsu.edu/global-citizenship-certificate>

The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:

Environmental Chemistry

http://undergrad1.its.fsu.edu/academic_guide/guide-display.php?program=environmental-chemistry

Environmental Engineering – Civil http://undergrad1.its.fsu.edu/academic_guide/guide-display.php?program=engineering-civil

AC-4: Graduate Program

Points Claimed: 3.00 / **Points Available:** 3.00

Criteria: Criteria: Institution offers at least one sustainability-focused program (major, degree program, or equivalent) for graduate students and/or graduate-level sustainability-focused minor, concentration, or certificate (e.g., a concentration on sustainable business within an MBA program).

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?: Yes

Name of the sustainability-focused graduate-level degree program:
Urban & Regional Planning

A brief description of the graduate-level degree program:

The Department of Urban and Regional Planning at Florida State University strives to train professionals who are change agents in their communities; create research that transforms practice and scholarship; and promote sustainability, social justice, and the well-being of all persons.

The Department of Urban and Regional Planning at Florida State University enrolls a diverse set of students and educates them to think critically, exhibit technical competence, and effectively engage in the political process. The Department conducts research and provides service that contributes to a better understanding and shaping of resilient communities and ecosystems to promote human capabilities, equity, sustainable livelihoods, and healthy and safe places locally and globally. The Department recognizes a particular responsibility to document, examine, and enhance planning in the State of Florida.

Students in the Department of Urban and Regional Planning master's program complete a minimum of 9 credit hours in the following specialization areas:

- Environmental Planning: The environmental planning specialization deals with the protection and stewardship of air, water, land, and other natural resources. Concerns include managing natural resources directly and mitigating adverse impacts on these resources caused by human settlements and activities. The specialization offers an overview of key environmental issues, and provides the theoretical, methodological, and legal background necessary for the planner to have an effective role in dealing with these issues.
- Neighborhood Planning and Community Design: The Neighborhood Planning + Community Design specialization is concerned with the creation, preservation, and revitalization of neighborhoods and other small-area places, including commercial and public spaces that serve resident populations. It focuses on building the economic, physical, social, and political capital necessary to effect change through neighborhood revitalization strategies that aim to design equitable places and build human capital.
- Planning for Developing Areas: The Planning for Developing Areas specialization prepares students for the challenges of guiding economic and social development in the context of increasing globalization, commonly defined as the increasing interconnectedness of people, places, and institutions worldwide. Development planners work in urban and rural developing areas around the world. Courses address cross-cutting issues such as globalization, democratization, gender and development, and sustainable development.
- Real Estate Economic Development: Real Estate and Economic Development specialization focuses on the ways in which public sector interventions and planning strategies can be leveraged to attract private investment for responsible and equitable economic development. We aspire to develop and implement economic development strategies that will enhance the quality of lives for existing and future community members.
- Transportation Planning: Transportation is essential to the function of cities and the well-being of their residents. Transportation systems make the exchange of goods and services possible, and they help

shape the form of the built urban environment. The ways we design and use the transportation system affect all other aspects of planning, from the environment to housing and community development to health and land use development.

Website URL for the graduate-level degree program: <http://coss.fsu.edu/durp>

Name of the sustainability-focused, graduate-level degree program (2nd program):
Social and Sustainable Enterprises

A brief description of the graduate degree program (2nd program):

The Jim Moran College of Entrepreneurship's MSE Social and Sustainable Enterprises prepares students to help companies meet the demands of today without jeopardizing future generations. This interdisciplinary and experiential curriculum is taught by university faculty and industry professionals in social entrepreneurship, corporate social responsibility, innovation, and social and environmental sciences.

A social and sustainable enterprise is determined by its Environmental, Social, and Corporate Governance (ESG) which refers to the three central factors in measuring the sustainability and societal impact of a business. These criteria help entrepreneurs create a business model or executives transition to a business model that incorporates people, planet, and profits which mitigates risk and fulfills the demands of consumers for more equitable and sustainable companies. Throughout the online program, students are taught by Environmental, Social and Governance (ESG) leaders and industry professionals to create, manage, and lead social and sustainable enterprises.

Website URL for the graduate degree program (2nd program): <https://jimmorancollege.fsu.edu/sse/>

Name of the sustainability-focused, graduate-level degree program (3rd program):
Sustainable Energy

A brief description of the graduate degree program (3rd program):

The FSU-FAMU College of Engineering Mechanical Engineering program offers an M.S. in Sustainable Energy with the following courses, highlighting energy developed in sustainable methodology: Analysis in Mechanical Engineering I, Engineering Electrochemistry, Energy Conversion Systems for Sustainability, Sustainable Power Generation, Sustainable Energy Utilization, plus electives, seminar, and thesis credits.

Website URL for the graduate degree program (3rd program):
http://catalog.famu.edu/preview_program.php?catoid=6&poid=1464&returnto=340

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations, or certificates?: Yes

Name of the graduate-level sustainability-focused minor, concentration, or certificate:
Environmental Law Certificate

A brief description of the graduate minor, concentration, or certificate:

Florida State University College of Law in Tallahassee is designed to allow students to complete the requirements while simultaneously completing a well-rounded non-certificate curriculum as well. Upon graduation, students who successfully complete the program receive a certificate along with their J.D.

degree, indicating to employers and others that they have achieved special competency in the fields of environmental, energy and land use law.

The College of Law's proximity to the center of Florida's government offers students advantages few environmental, energy and land use programs can match. Externship and pro bono opportunities with government agencies and public interest groups give students a chance to learn about the creation and implementation of environmental law from the inside. The opportunity to watch laws and policies being developed, legislated, and litigated provides law students with an experience that will make them both astute practitioners and better citizens. Legal education at Florida State is further enriched by attorneys and public officials in the environmental, energy and land use areas who serve as adjunct faculty and lecturers at the law school.

Website URL for the graduate minor, concentration, or certificate:

<https://law.fsu.edu/academics/academic-programs/jd-certificate-programs/environmental-law-certificate>

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations, and certificates: Aquatic Environmental Science

<https://www.eoas.fsu.edu/grad-degrees/environmental/>

AC-5: Immersive Experience

Points Claimed: 2.00 / **Points Available:** 2.00

Criteria: Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?: Yes

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

- Community Ambassador Program - The FSU Community Ambassador Program links local nonprofit agencies with the people, programs, and resources on FSU's campus. Each ambassador works with one local agency for a full academic year, learning the inner workings of that agency. Ambassadors bring knowledge of their agencies to Florida State, connecting campus and community. An ambassador's knowledge of their agency's specific service needs, combined with the center's resources, create opportunities for positive, sustainable change through the university and the local community. Several sustainability issues explored are food justice and security, community gardens, and environmental justice.
- Florida State Alternative Breaks (FSAB) - FSAB's mission is to provide accessible, short-term, immersive service experiences. FSAB works with community partners to design a week of quality, direct service. In addition to a significant amount of service each day, participants engage in developmental activities, workshops, documentary viewings, and other program components designed to promote active citizenship. The topics of each alternative break are determined by Experience Facilitators in their Experience Proposal, reviewed by the Programming Team. Previous experiences have focused service on classism/poverty (food insecurity, housing insecurity), racism, sexism, health, xenophobia, ableism, and environmental justice. In Spring 2022, FSAB will offer a permaculture opportunity in the mountains of North Carolina. Approximately 10 students will experience a week at an off-grid farm and engage in

hiking, reflection, and environment-led learning. Other Spring 2022 FSAB opportunities could include a trail and park conservation effort in Tennessee.

- Moellership Program - The Moellership Program provides undergraduate and graduate students at Florida State University the opportunity to focus 8-12 weeks of their summer on service at a non-profit agency. Students receive a stipend of up to \$4,000 for participation in the program. Examples of past projects include working in a community garden in Tallahassee, serving at a camp for children with chronic illnesses in North Carolina, engaging in bicycle advocacy in Washington, D.C., implementing a reading curriculum in South Africa, caring for people with HIV/AIDS in Spain, designing a poultry production project in Tanzania, and promoting sustainability in Brazil.
- Global Scholars Program - The FSU Global Scholars program offers a unique opportunity for undergraduate students to engage with critical questions about social impact, social justice, and social change through a combination of cohort-based online learning and independent research, internship, and/or service-learning experiences. The program provides students with guidance and support as they pursue their own student-designed learning experiences. The program consists of a theory (spring) course and a reflection (fall) course, both of which are hybrid courses and explore the ethical and political complexities of attempting to 'do good' or 'help others' while crossing significant differences of culture and power. The program also introduces students to qualitative, community-based research paradigms and provides space for reflecting on larger questions about power, privilege, inequality, and diversity. Between these courses, students are asked to put these ideas and skills into practice through a (Summer) experience. Examples of recent topics include environmental education in Samara, Costa Rica, government, and petroleum in Lobitos, Peru, and deforestation in the Brazilian Atlantic rainforest.
- Social Science Scholars - The Social Science Scholars Program was created in 2011 to recognize and challenge outstanding majors in the College of Social Sciences and Public Policy. Social Science Scholars receive funding up to \$5,000 for approved travel and other expenses related to their internships or projects. The latter may be conducted in the U.S. or abroad. Examples of recent project topics include human trafficking, women in politics, Black identities, and emergency services.

Data source(s) and notes about the submission:

<https://thecenter.fsu.edu/service/community-ambassador-program>

<https://thecenter.fsu.edu/service/florida-state-alternative-breaks>

<https://thecenter.fsu.edu/service/moellership-program>

<https://cre.fsu.edu/global/globalscholars>

<https://coss.fsu.edu/social-science-scholars/>

AC-6: Sustainability Literacy Assessment

Points Claimed: 0.00 / **Points Available:** 4.00

Criteria: Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Does the institution conduct an assessment of the sustainability literacy of its students (i.e., an assessment focused on student knowledge of sustainability topics and challenges)?: No

AC-7: Incentives for Developing Courses

Points Claimed: 2.00 / Points Available: 2.00

Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses?: Yes

A brief description of the incentive program(s):

- FSU Honors Experience Program - The FSU Honors Program launched the Honors Experience Program (HEP) in Fall of 2018. The HEP is an interdisciplinary, inquiry-based, and state-of-the-art curriculum supported by an extensive co-curricular program. Honors Teaching Scholars are faculty members from departments across campus who help the Honors Program meet student demand for HEP courses; broaden the interdisciplinary reach and breadth of the program; and create a diverse community of teaching scholars that can lead pedagogical innovation in the Honors program.

The inaugural core HEP courses were developed as a topical course cluster, Freedom and (In)equality. In 2020, the curriculum expanded to include a cluster of courses on sustainability and other courses designed to help students develop information and scientific literacy. Presently, three sustainability courses are offered by faculty outside of the Honors Program, including "Ecology of Food," "Scientific and Social Dimensions of Climate Change," and "Global Sustainability." These courses are designed and taught by departmental faculty across majors who are selected for their teaching and research expertise. Together these course clusters comprise the overarching program theme, Inquiry and Practice Across the Disciplines.

- Gulf Scholars Program (GSP) Curriculum Development Grants - The GSP aims to educate, support, and launch future leaders that understand the unique history of the Gulf region; work effectively across disciplines, cultures, and communities; apply social responsibility and ethical reasoning to problem-solving, and combine these skills and experiences to make an impact in the Gulf of Mexico region and beyond. The GSP supports and enables diverse Gulf Scholars in their academic, professional, community, and leadership development to launch them towards a future as change agents focused on building more just, equitable, sustainable, and resilient systems and communities. The GSP Curriculum Development Grant provides support for creating or revising a course to align with GSP learning outcomes.
- FSU Living Lab Grants - The FSU Green Fund offers Living Lab Grants to faculty members in support of the Campus as a Living Laboratory (Living Lab) initiative. Living Lab projects are small-scale, experiential learning opportunities within the scope of an individual course that utilize campus and community infrastructure/operations as living environments for applied research. Funds can be used to support on-campus infrastructure development, as well as research, site visits, and other related experiences that take place at FSU or in the Tallahassee area. Applications are reviewed on a rolling basis, and the limit of the grant request is \$500 or less.

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

- Benefits to faculty who join HEP include:
 - The energy and fun of doing this kind of work with colleagues from across campus and some of FSU's most dedicated, curious, and engaged students. Students are enthusiastic about the program and, already, longstanding honors staff can see a visible change in the student culture and engagement in honors since the program began.

- Funding to departments for course offerings and the possibility of professional development funding for Honors Teaching Scholars for work related to honors teaching and research. Funding is subject to availability of university resources.
- The ability to engage HEP students in co- and extracurricular experiences with event funding by the Honors Program.
- The opportunity to join HEP-focused workshops or book groups through the Center for the Advancement of Teaching (CAT) at FSU.
- Opportunities to collaborate with faculty from other disciplines in pedagogical or other professional research.
- Assistance from our new Assistant Director of Alumni and Student Engagement to connect your HEP students to internships, alumni mentoring, and applied learning separate from your course.
- Benefits to faculty who utilize GSP Curriculum Development Grants include:
 - Up to \$5,000 stipend or classroom support.
- Benefits to faculty who utilize Living Lab Grants include:
 - Up to \$500 in funding for small-scale, experiential learning opportunities within the scope of an individual course that utilize campus and community infrastructure/operations as living environments for applied research.

Data source(s) and notes about the submission:

<https://honors.fsu.edu/honors-experience-program>

<https://honors.fsu.edu/honors-experience-program/honors-experience-program-more-details>

<https://eng.famu.fsu.edu/gulf-scholars-program>

<https://sustainablecampus.fsu.edu/green-fund>

AC-8: Campus as a Living Laboratory

Points Claimed: 4.00 / **Points Available:** 4.00

Criteria: Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability. The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance

- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement: Four graduate students in the Spring 2022 EDH 5078: Outcomes Assessment in Higher Education I: Study Design course created measurement instruments for Sustainable Campus' Engage 100 course. Every fall, Sustainable Campus offers an Engage 100 course, IDS1107 A Student's Guide to Sustainability, which introduces incoming first year students to sustainability programs, services, and resources at FSU. The four graduate students were challenged to help Sustainable Campus determine what first year students were learning in the Engage 100 course and judge the overall effectiveness of the lessons. Sustainable Campus staff members provided the students with the course syllabus, lesson plans, and teaching materials. The students worked as a group to analyze the course content, create an evaluation framework, and survey design that would meet the needs of Sustainable Campus. The students developed a survey series conducted in three parts: 1) A survey given to students on the first day of class to determine their base level understanding of the content; 2) A more detailed survey given to students on the last day of class to determine what they have learned throughout the course; and 3) A short survey given to students in the spring semester after the course to determine how the knowledge they gained has informed their view of sustainability and the world around them.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement: Two undergraduate students worked with the Miami Climate Alliance (MCA) to create community engagement and marketing tools for an energy burden campaign. The MCA works to achieve justice for all of Miami's communities in the face of climate change and its effects. The students worked with members of the MCA team on the FPL (Florida Power & Light) Rate Case Campaign. The campaign was an effort to encourage community members to voice their opinions on a proposed FPL rate increase through hearings and public comment. One student worked to create a more cohesive look for MCA's social media, create educational graphics informing residents about rate raises, and encourage people to enroll to speak at the Public Service Committee hearings in late July. The other student worked to make content more accessible through changes in color palette selection, fonts, and other design elements.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate: Fifteen undergraduate students in the IDS2227 Sustainable Society class investigated topics related to air and climate. Students specifically examined the FSU community's

attitudes towards behavior change to reduce carbon emissions; the relationship between age and feelings towards climate change; and whether political affiliation influences belief in climate change. The class worked with the local nonprofit group Sustainable Tallahassee to collect data through questionnaires, interviews, and surveys. Finally, students analyzed their data using quantitative analysis techniques and presented their findings to representatives from Sustainable Tallahassee.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings: In collaboration with Facilities Design & Construction, 38 undergraduate students in the IND 3627 Sustainable Design course applied principles and products of sustainable design to reimagine an existing space on campus. Students created proposals for Keen Room 503, Keen Room 504, the Askew Student Life Center Room 001, and the Fine Arts ticket window over the course of the semester. The students' solutions adhered to FSU design guidelines and included an educational component that informs users about the sustainable methods or products used in the space. Furthermore, the solutions were contextually appropriate, considerate of the building in which they were located and the diverse types of people utilizing the space. The students' final deliverables included a presentation board with images and key components of the space, a written explanation of the design, and a 15–20-minute presentation on the sustainable methods and products used in the design and why they were selected.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy: Seven undergraduate students in the IDS2227 Sustainable Society class investigated topics related to energy. Specifically, students examined the FSU community's knowledge of renewable energy/solar panels and the FSU community's perception of nuclear energy. The class worked with the Leon County Office of Sustainability to collect data through questionnaires, interviews, and surveys. Finally, students analyzed their data using quantitative analysis techniques and presented their findings to representatives from Leon County.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining: A graduate student conducted research on local food providers for the FSU Food for Thought Pantry, which supplements the basic needs of FSU students facing food insecurity. The student conducted research on local growing seasons and area farms. She specifically highlighted operations that were run by minorities, women, or other marginalized populations. At the end of the semester, the student provided a final recommendation based on her research, which laid the groundwork for a routinized plan for the 2021-2022 school year that integrates more fresh and local produce.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds: A graduate student worked with the FSU Facilities Department to locate and map green and open spaces on the FSU campus. The student also analyzed pedestrian accessibility to open spaces. Using ArcGIS Online and ArcGIS Story Maps, the student defined open and green spaces, categorizing them as shrubs, flower beds, turf, and plazas. The student also converted and georeferenced AutoCAD DWG files to a GIS-compatible file geodatabase, generating an inventory geodatabase of the green spaces' conditions and locations. Additionally, the student created and edited features using aerial imagery and the ArcGIS Pro Create Feature tool. Finally, the student conducted a Network Analysis utilizing the service area tool to measure pedestrian accessibility to open spaces from parking spaces. Overall, the student found that most campus open spaces are pedestrian friendly.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing: An undergraduate student worked with the FSU Facilities Procurement team to examine how sustainable procurement policies are addressing social responsibility effectively and recommend best practices that can be implemented at Florida State. The student conducted informational interviews with innovative university procurement offices across the United States, spoke with product representatives, and completed a deep-dive examination of current FSU procurement practices. At the end of the semester, the student presented a series of recommendations, resource guides, and examples of sustainable procurement policies to the FSU Facilities Procurement team.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation: A graduate student worked with FSU Transportation and Parking Services (TAPS) to create a social media marketing campaign for the upcoming Fall semester. The goal of the project was to reduce vehicle demand on campus and increase student usage of campus transportation alternatives, including buses, bicycles, Rideshare, and SAFE connection. The student was tasked with creating a marketing framework that the TAPS team could implement in the coming semester as students returned to campus. Over the course of the summer, the student created several marketing and communications products to address specific challenges, which included: Lack of awareness of campus transportation options; Negative image of public transportation options; and the Association of TAPS with parking rather than transportation. To address these challenges, the student created an email announcement for students, provided recommendations for social media engagement, and suggested improvements for TAPS branding and face-to-face interactions. The student also provided several ideas for future marketing campaigns and ways the department could assess their impact using analytics.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste: An undergraduate student worked with Sustainable Campus and FSU Waste Management to map recycling availability on campus and make data more accessible. The student utilized specialized equipment and mapping software to collect data on 927 waste bins dispersed across the FSU campus. The student also used the GNSS app and Trimble to accurately pin-point bin locations and record findings on ArcGIS Online. In addition to providing bins' location, the student collected information about bin type, waste stream, commodity, and service frequency. The student provided preliminary analysis using buffering and nearest neighbor tools in ArcGIS Online. The student's data has been added to the online campus map, which is accessible to the public.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water: An undergraduate student worked with FSU Planning & Space Management to conduct an analysis of campus irrigation. The student imported existing data and georeferenced it uses ArcGIS. Next, the student evaluated water infiltration rates, creating a two-foot buffer around paved areas to represent total land area that was likely to be compacted and prone to runoff. The student then determined the areas on campus that contained the highest concentration of irrigation systems and compared her findings to a map displaying the land areas in most and least need of irrigation. Overall, the student's maps helped to illustrate which campus areas receive too much irrigation, which wastes water resources, and which areas receive too little.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning: Eight graduate students in the URP5342 Advanced Planning Problems studio course created a plan to protect the valuable assets of FSU's Ringling campus in Sarasota. The waterfront campus is vulnerable to coastal hazards and natural disasters common to the region. Ringling's Board of Directors and executive director contracted the lab to explore the nature of all future natural hazards considering climate change and to what extent they may impact Ringling's assets. The lab's graduate student studio team conducted their work in fall 2019 and presented the project report in January 2020. In addition to a comprehensive assessment of the hazards currently threatening the Ringling, the report provided adaptation strategies to ensure the campus is resilient to natural hazards over the next 50 years.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability: 20 graduate students in the EDH5078 Outcomes Assessment in Higher Education course collaborated with Second Harvest of the Big Bend to measure food insecurity on the FSU Campus. The goal of the project was to make student hunger visible by obtaining and leveraging data on campus food insecurity. To study this topic, students utilized FSU's Question of the Week and previous research involving the FSU Food Pantry in addition to the results from their survey,

allowing them to triangulate their data. The students were uniquely challenged working in a remote environment and collecting data through online sources. However, they overcame these barriers and ended the semester with a final report and a presentation to Second Harvest of the Big Bend stakeholders.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance: A graduate student in the Reubin O'D. Askew School of Public Administration and Policy completed a capstone project examining fundraising practices for the College of Social Sciences & Public Policy. Fundraising is increasingly important for public universities given the declining state appropriations for higher education. The project examined the sustainability of current fundraising techniques and provided suggestions for future fundraising campaigns.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?: Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work: An undergraduate student worked with FSU Sustainable Campus to create a guide that helps students manage their eco-anxiety. The American Psychiatric Association describes eco-anxiety as an ongoing fear of environmental disaster. The Eco-Anxiety Guide makes it easier for those struggling with eco-anxiety to find empowering outlets meant to combat feelings of stress related to the deteriorating environment. The guide provides activities in three different categories: Individual Action; Grounding Techniques/Daily Activities; and Community Involvement. Individual action activities include adopting a more sustainable diet and shopping for secondhand items. Daily practices include breathing exercises and eco-art/poetry. Finally, community involvement recommendations include voting and attending community meetings.

Website URL where information about the institution's living laboratory program is available:
<https://sustainablecampus.fsu.edu/faculty-staff/campus-living-laboratory>

RESEARCH

Points Claimed: 18.00 / **Points Available:** 18.00

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

Credit	Points
Research and Scholarship	12.00 / 12.00
Support for Sustainability Research	4.00 / 4.00
Open Access to Research	2.00 / 2.00

AC-9: Research and Scholarship

Points Claimed: 12.00 / Points Available: 12.00

Institution produces sustainability research as measured by the percentage of *employees* who conduct research that are engaged in *sustainability research*. Institution produces sustainability research as measured by the percentage of *academic departments* that conduct research that include at least one employee who conducts sustainability research.

Total number of employees that conduct research: 1,212

Number of employees engaged in sustainability research: 335

Percentage of employees that conduct research that are engaged in sustainability research: 27.64

Total number of academic departments that include at least one employee who conducts research: 75

Number of academic departments that include at least one employee who conducts sustainability research: 69

Percentage of departments that conduct research that are engaged in sustainability research: 92

A copy of the inventory of the institution's sustainability research (upload):

[Sustainability Research STARS.pdf](#)

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

The research inventory was conducted using information from informational interviews, University communications channels, the Faculty Expertise and Advancement System (FEAS) application, the Pivot database, and Collaborative Collision events.

Sustainable Campus staff held informational interviews with 84 faculty members whose research or teaching relates to sustainability. Interviewees provided referrals, which helped to identify additional research related to sustainability.

Sustainable Campus staff monitored University communication channels and social media for news and updates related to sustainability research. Researchers and faculty members who were mentioned in articles or social media posts were added to the inventory.

The Office of Faculty Development and Advancement maintains the Faculty Expertise and Advancement System (FEAS) application with information on faculty such as: teaching activities, scholarly or creative activities, grants received, and service. FEAS was used to gather research information on research faculty that received a research grant or published a refereed journal article within the year period of July 1, 2019 - June 30, 2022. Maintaining the above parameters, the FEAS keyword search tool was used and reviewed to verify the research was sustainability research. See the Appendix for the full list of keywords.

Pivot is a database with 27,000+ funding opportunities that allows users to set up searches and alerts.

Pivot provides information about researchers in virtually all fields – including non-sciences. The Pivot database was used to research information on research faculty that received a research grant, published a refereed journal article, and/or included sustainability on their professional webpage within the year period of July 1, 2019 – June 30, 2022. The Pivot database keyword search tool was utilized and reviewed to verify the research was sustainability research.

Collaborative Collision is an interdisciplinary networking program designed to connect researchers with

complementary interests, turn those connections into collaborations, and accelerate their success through an internal funding competition. Attendance lists and presentation samples from the Collaborative Connector and Collaborative Accelerator events were used to identify faculty members and researchers interested in or who had completed research on a sustainability-related topic.

Website URL where information about the institution's sustainability research is available:

<https://sustainablecampus.fsu.edu/faculty-staff/sustainability-research>

AC-10: Support for Sustainability Research

Points Claimed: 4.00 / Points Available: 4.00

Institution encourages and/or supports *sustainability research* through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
- An ongoing program to encourage *academic staff* from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
- Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research?: Yes

A brief description of the student sustainability research program:

FSU offers a variety of ways for students to engage in research opportunities, including sustainability topics:

Sustainability Fellows -

The Sustainability Fellows program provides an opportunity for students of any discipline to participate in furthering sustainability efforts on the FSU campus and in the Tallahassee community. Sustainability Fellows can be selected from any major or field of study. Fellows work in collaboration with campus and community partners to actively engage in research, propose strategies, and identify opportunities for sustainability issues. From Spring 2020 to Fall 2021, 35 undergraduate and graduate students have been partnered with 18 campus and community partners on a total of 25 unique projects. Specifically, projects have included 'ArcGIS Story Map for Apalachicola Basin Trails,' 'Sustainable Business Program,' and 'Tallahassee at Home Resilience Guide' among others.

IDEA Grants -

The Center for Undergraduate Research and Academic Engagement (CRE) aims to involve FSU students in the highest levels of academic engagement, helping students take advantage of the very best a major research university like FSU has to offer. CRE works across the university to enhance the educational engagement of students. Specifically, the CRE's IDEA Grant provides students with a summer stipend to fund their self-designed work on a topic, project, problem, artistic product, or performance, or other entrepreneurial or creative idea. Projects last 8-12 weeks and are under the mentorship of a supervising

faculty member. In 2018 and 2019, IDEA grant recipients investigated sustainability-related topics including 'Decolonizing Land & Reindigenizing Body', 'Redeveloping Las Colonias', and 'The effect of fluctuating river flow, salinity, and tidal cycles on the activity of bull sharks and bonnetheads'.

The Undergraduate Research Opportunity Program (UROP) -

The Undergraduate Research Opportunity Program (UROP) engages students and faculty in research in a way that gives students on-on-one access to faculty and gives faculty access to the next generation of researchers. First and second-year student researchers in the UROP program explore academic and career interests, choose from hundreds of projects representing all areas of study, join an established researcher or team, and gain hands-on knowledge and application of research principles. UROP students conduct research 5-10 hours per week, meet twice a month with UROP student leaders and fellow UROP students, and present at the annual undergraduate research symposium. At the 2021 symposium, 56 student projects focused on sustainability, including varied topics such as an oil well explosion in Indigenous Veracruz, Hurricane Michael government aid impact on health disparities, and conservation education.

Garnet & Gold Scholar Society -

Research experiences through the Garnet & Gold Scholar Society are sustained scholarly or creative projects developed under the direction of a faculty mentor that culminate in a formal presentation, publication, performance, or exhibition. Through the Research Experience, students will demonstrate the ability to apply research methods appropriate for the student's discipline and engage in ongoing critical discussion within their chosen field.

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?: Yes

A brief description of the faculty sustainability research program:

The Office of Research Development (ORD) primarily works to enhance the competitiveness of FSU researchers. ORD's professional development programming covers a wide range of topics including funding and proposal development strategies, science communication best practices, introductions to new research and assessment methodologies, and building connections with industries, government, and communities. In particular, ORD's Research Mentor Academy provides training in optimizing mentoring relationships for mentors and mentees using an evidence-based curriculum from the NIH NRMN and CIMER. ORD also organizes FSU's Collaborative Collision program.

Collaborative Collision is a guided team development program with three parts: Connector, Incubator, and Accelerator. The Collaborative Connector is an event that refines the Collaborative Challenge into more manageable problems, through a group exercise to determine the top research questions we are interested in collaborating on. As of April 2021, the 15 Collaborative Connector events have featured 774 research profile presentations and had over 1000 total participants joining from every college and most departments at FSU. Past topics have included resilience (Fall 2021), climate solutions (Spring 2021), anti-racism, equity, and inclusion (Fall 2020), smart cities (Spring 2018), and environment (Fall 2017) among others.

The Collaborative Incubator is a series of four guided team development sessions that guide participants through the process of developing a new project. Finally, the Collaborative Accelerator is a live, interactive competition event in which one team receives up to \$50,000 to conduct the pilot project developed in Collaborative Incubator. In December 2021, Collaborative Accelerator proposals created by interdisciplinary teams focused on: 1) developing a platform to incorporate net-zero targets in upgrading infrastructure resilience in the Florida panhandle, 2) investigating the environmental impact of prescribed burns in Florida, and 3) protecting Florida communities against sea level rise with equitable and resilient nature-based features.

FSU also supports numerous research centers, research partnerships, and large-scale collaborative grant/research consortia to enhance the scholarship of sustainability disciplines. Sustainability research centers include the Florida Climate Institute, the Florida Resources and Environmental Analysis Center, and the Resilient Infrastructure & Disaster Response Center, among others. Research partnerships include the Apalachicola Bay System Initiative, which aims to gain insight into the root causes of decline of the bay's ecosystem and develop a management and restoration plan for the oyster reefs. A Florida State anthropologist is also a part of a team of researchers from five institutions across the country that will conduct fundamental research in support of holistic decision-making for historically underrepresented communities impacted by coastal hazards.

Finally, FSU's Council on Research and Creativity (CRC) is a major faculty committee appointed by the Vice President for Research. CRC provides a number of grants, awards, and seed funding for full-time FSU faculty and visiting professors. Specifically, CRC hosts the Multidisciplinary Support (MDS) Program, which provides up to \$25,000 in support of the initial formation of multidisciplinary FSU alliances planning research and creative activity. Past CRC grant awardees include The Climate Witness Project (2019), which explored citizen observations of a changing climate in Norway.

Has the institution published written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?: Yes

The promotion or tenure guidelines or policies:

As mentioned in "Successful Faculty Performance in Teaching, Research, and Service" (2010, 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.

Does the institution have ongoing library support for sustainability research and learning?: Yes

A brief description of the institution's library support for sustainability research:

University Libraries partner with faculty in research, creative activities, and teaching by providing a wide range of services, a wealth of resources, and professional expertise. Subject librarians are appointed to academic units to work with faculty to acquire necessary resources, consult on research and publishing, participate in courses, and collaborate on grants or research projects. Events, such as lectures, symposia, and receptions, provide opportunities for faculty to share ideas and research and to connect with others across disciplines. For example, FSU Libraries hosted the Fall 2018 Symposium: Climate: Science and Society, in which 14 researchers from across campus reflected on the changing nature of climate and its effect on human society.

The FSU libraries also offer Research Guides which are created to help faculty and students locate needed information. The FSU Library Environmental Science research guide is dedicated to navigating the various databases, journals, and articles provided by Florida State University (FSU) Libraries related to environmental science. The FSU Environmental Studies research guide assists researchers in environmental studies.

Additionally, in 2020, the FSU Libraries' Special Collections partnered with Sustainable Campus to host an online, virtual exhibit titled "Earth Day 50: Environmental Activism at FSU and Beyond." The exhibit featured the work of students, alumni and researchers at FSU, artists, journalists, government officials and educators in Florida. The exhibit was part of Sustainable Campus' ongoing mission to forge partnerships and host events that bring awareness to environmental problems and inspire action to work toward solutions.

Data source(s) and notes about the submission:

<https://www.lib.fsu.edu/faculty-services>

https://guides.lib.fsu.edu/environmental_science

<https://guides.lib.fsu.edu/environmentalstudies>

AC-11: Open Access to Research

Points Claimed: 2.00 / **Points Available:** 2.00

Criteria: Institution facilitates open access publishing in at least one of the following ways. The institution:

- A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet.
- B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "author's accepted manuscript") versions of scholarly works in an open access repository.
- C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process.
- D. Provides open-access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open-access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?: Yes

Website URL where the open access repository is available: <https://diginole.lib.fsu.edu/research-repository>

A brief description of the open access repository: Florida State University strives to "preserve, expand and disseminate knowledge." One manner of achieving that goal is for Florida State University authors to make their research available as open access. Florida State University joins other universities in the United States and Europe in offering its authors access to funding to assist with publication charges for open access journals and books.

The FSU Faculty Senate adopted an open access policy on February 17, 2016, ensuring that future scholarly articles authored by FSU faculty will be made available to the public at no charge. This policy demonstrates the commitment of our faculty to disseminating the fruits of their research and scholarship as widely as possible, and promises to increase authors' rights, readership, and citation rates. The waiver provision ensures that all faculty have the freedom to publish in the journal of their choice.

The FSU Office of Digital Research and Scholarship at the University Libraries specializes in academic publishing and open access. The launch of DigiNole: FSU's Research Repository comes on the heels of the OA Policy and provides faculty with a platform for making their research publicly available online.

DigiNole is an open access repository, which allows anyone to view the scholarship contained within it. By making all of FSU's articles available in repositories like DigiNole, scholars and researchers can increase the visibility and impact of their research by 50-500%, according to several studies. Faculty can track their impact more easily with DigiNole, since faculty who deposit their scholarship get monthly readership reports with analytics on the use of their scholarship. Having easy access to these numbers can help with hiring and promotion, as it gives faculty concrete and tangible evidence of their impact.

Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?: Yes

The institution's open access policy:

Purpose

Provide the broadest possible access to the journal literature authored by FSU faculty.

Policy Statement

The Faculty of Florida State University, consistent with the University's mission to "preserve, expand, and disseminate knowledge,"¹ is committed to disseminating the fruits of its research and scholarship as widely as possible. As such, the faculty adopts the following policy: Each Faculty member grants to Florida State University permission to make available his or her scholarly articles² and to exercise the copyright in those articles, except when a Faculty member expressly waives this grant of rights. More specifically, each Faculty member grants to Florida State University a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, and to authorize others to do the same, provided that the articles are not sold for a profit.³ The policy applies to all scholarly articles authored or coauthored while the person is a member of the Faculty except for any articles completed before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. The Provost or Provost's designee⁴ will waive application of the license for a particular article or delay access for a specified period upon express direction by a Faculty member.

Each faculty member who does not request a waiver of the licensing requirement as described above will provide an electronic copy of his or her final version of each article (i.e., the "final author's version post-peer review" or the "final published version" where possible) to the appropriate representative of the Provost's Office in an appropriate format (such as PDF) specified by the Provost's Office.

The provost's designee may make the article available to the public in DigiNole, Florida State University's institutional research repository. The Office of the Provost will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the Faculty Senate. After three years, the Faculty Senate Library Committee will review the policy and present a report on behalf of the Faculty Senate.

Does the policy cover the entire institution?: Yes

Does the institution provide an open access article processing charge (APC) fund for employees?: Yes

A brief description of the open access APC fund:

The Open Access Publishing Fund supports publishing costs for eligible open access (OA) journals and books when no alternative funding is available, thereby fostering the exploration of new and innovative publishing models. Faculty, post-docs, and researchers are eligible to apply. The maximum allocation is \$1,500 per publication.

Other ways FSU Libraries is working to increase open access publishing include becoming a supporting institutional member of the following open access organizations:

- Luminos: Luminos is University of California Press' Open Access publishing program for monographs, with the same high standards for selection, peer review, production, and marketing as their traditional program. FSU-affiliated faculty authors enjoy a 10% discount on the Title Publication Fee.

- Multidisciplinary Digital Publishing Institute (MDPI): MDPI publishes 160 diverse peer-reviewed, scientific, open access journals. FSU-affiliated authors receive a 25% discount on article processing charges (APCs).

- Open Libraries of Humanities: The OLH is a not-for-profit enterprise with the sole mission of advancing open access to scholarship in the humanities. FSU-affiliated authors can publish in any OLH journal without paying APCs or other fees.

<https://www.lib.fsu.edu/page/open-access-publishing-fund>

Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?: Yes

A brief description of the open access journal hosting services: Florida State Open Publishing provides publishing services for journals, monographs, open educational resources, and digital scholarship projects. We consult on a variety of scholarly publishing topics and digital research tools and methodologies. We aim to provide open access publishing expertise, services, and platforms to enhance the scholarly output of Florida State University students, faculty, and staff.

Services:

Journal and monograph hosting
Copyright and licensing guidance
Indexing and discovery support
Usage metrics and altmetrics
Light layout and typesetting
DOI, ISSN, ISBN registration
Digital preservation
Digital scholarship consultation

Website URL where information about the institution's support for open access is available:

<http://publishing.lib.fsu.edu/>

Data source(s) and notes about the submission:

The FSU Libraries launched FSU's first open-access publishing program in March of 2021. Florida State Open Publishing (FSOP) provides the university's faculty, students and staff with the digital publishing tools and support needed to produce peer-reviewed, open scholarly publications, educational resources, and other digital research outputs. Created to address gaps in traditional scholarly publishing, FSOP aims to make FSU's scholarly output more accessible, diverse, and innovative. Designed to serve as an alternative to commercial academic publishers, FSOP is a digitally focused, fully open-access publishing program that supports a diverse range of publications and projects, including experimental scholarship and student research. The program offers platform hosting, technical support and other publishing support services for peer-reviewed journals, open textbooks, monographs, research reports, conference proceedings and additional forms of digital scholarly publishing. FSOP welcomes projects from all disciplines, languages, and FSU-affiliated authors regardless of the scope of their work. Founded on principles of inclusivity and diversity, the program is particularly interested in promoting scholarship

by or about underrepresented groups. FSOP's publications are released under flexible copyright licenses that allow authors to retain their copyrights, enabling them to share their work with colleagues and research communities to reuse their work in innovative ways.

The Open Access Policy covers all scholarly articles authored by FSU faculty across all colleges and departments. FSU faculty are encouraged to submit new articles to the Office of Digital Research and Scholarship for DigiNole. Policy information can be found here: <http://openaccess.fsu.edu/policy-text>

ENGAGEMENT

CAMPUS ENGAGEMENT

Points Claimed: 14.81 / Points Available: 21.00

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

In addition, this subcategory recognizes institutions that support employee engagement, training, and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	2.14 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials & Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.25 / 1.00
Employee Educators Program	0.17 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development & Training	1.25 / 2.00

EN-1: Student Educators Program

Points Claimed: 2.14 / Points Available: 4.00

Criteria: Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for students enrolled for credit. The institution: - Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer); - Provides formal training to the student educators in how to conduct peer outreach; and - Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination by faculty or staff.

Number of students enrolled for credit: 43,999

Total number of students served by a peer-to-peer sustainability outreach and education program: 42,258

Percentage of students served by a peer-to-peer sustainability outreach and education program: 96.04

Name of the student educators program (1st program): Eco-Reps

A brief description of the student educators' program (1st program): Eco-Reps are peer-to-peer ambassadors and leaders who educate, engage, and empower our campus community to be more sustainable. Inspiring others to green their community, students involved in the Eco-Rep program take on different roles that help bring sustainability programs to life.

As an Eco-Rep, students assist in uniting students from diverse backgrounds to work toward a common goal. This not only establishes friendships and community, but it helps Eco-Reps lead change on campus as they inspire others to make environmentally friendly choices.

Some examples of the successful (pre-COVID) peer-to-peer outreach events include:

- Sustainability Showdown – The Sustainability Showdown was an energy reduction competition held in the Florida State residence halls in the Fall 2019 semester. The Sustainability Showdown aimed to increase sustainability education and engagement in FSU's residential communities. Starting in August 2019, communities earned points to recognize their community's commitment to sustainability. There were two ways for communities to earn points: 1) Community leaders such as RAs and Eco-Reps could submit billboards, programs, and initiatives (examples included a Drive Away Food Insecurity event, a Diversity & Inclusion Night, and a Meatless Monday event) and 2) A monthly utilities report was pulled from each community (a percentage of change decrease in the use of utilities based off previous years' data resulted in points being awarded to the community). As a result of the Sustainability Showdown, participants gained a deeper understanding of the intersectional nature of sustainability and were able to identify at least one behavior modification they can make in their life to reduce their community's utilities usage.
- Exploring the Water Crisis – During this event, Eco-Reps were shown an episode of Netflix's Explained, "The World's Water Crisis." Participants were then divided into groups of 3 or 4 and answered discussion questions.
- Saving the World with Memes – During this event, Eco-Reps learned about the six steps to strategic environmental communication. Participants worked with a partner to create a green meme.
- Recycling 101 – During this event, Eco-Reps discussed why recycling is important and strategies for reducing waste.

Eco-Reps receive a day-and-a-half sustainability orientation (approximately twelve hours) from Sustainable Campus. They also receive hall training (approximately eight hours) through their residence halls. They receive specific training throughout the year via bi-monthly meetings throughout the year. The purpose of these meetings is for Eco-Reps to become familiar with a specific sustainability topic, with each month dedicated to a different issue. These meetings last approximately an hour. Typically, the first meeting of the month is a case study while the second is activity based. With guidance from the Sustainable Campus Program Coordinator, Eco-Reps plan programming and sustainability themed events across campus (which last one to three hours per event). The entire program focuses on developing leadership and a diverse understanding of sustainability.

A brief description of the student educators program's target audience (1st program): The target audience of Eco-Reps were students at FSU, specifically first-year students living in the residence halls. There were some Eco-Reps that were not representatives of the residence halls who targeted all FSU students at-large. However, most Eco-Reps lived in the residence halls and targeted students living in university housing.

Number of trained student educators (1st program): 18

Number of weeks the student educators program is active annually (1st program): 36

Average or expected number of hours worked weekly per trained student educator (1st program): 4

Total number of hours worked annually by trained student educators (1st program): 2,592

Website URL where information about the student educators program is available (1st program):
<https://sustainablecampus.fsu.edu/students/get-involved/eco-reps>

Name of the student educators program (2nd program): Service Leadership Seminar

A brief description of the student educators program (2nd program): The Service Leadership Seminar is a program hosted by the Office of Community-Rooted Engagement within the Center for Leadership and Social Change. Participants engage with other student leaders for a week of learning about service, leadership and transitioning to Florida State University.

Over the first four days of the seminar, participants explore general service, environmental and animal/non-human service, domestic human service, and international (locally based) human service. On each day, campus presentations and workshops will be incorporated to assist with predicting and connecting on-campus experiences with community engagement. On the fifth day, participants will make meaning of their time with the seminar by presenting how they plan to develop their service leadership passions.

SLS Student Coordinators are crucial in planning the seminar, creating a positive and meaningful experience for participants, and assisting in evaluating the program after the week has ended. Student

coordinators work as a team to create a positive mood for the week, execute many of the week's logistics, as well as represent the Center and its programs.

SLS Student Coordinators are selected for the program through an application process. Students learn how to facilitate the Service Leadership Seminar by enrolling in IDS1107 – Exploring Service Leadership. Participants in IDS1107 explore the many elements that support meaningful community engagement. Students work with mentors connected to service leadership programs in the Center for Leadership & Social Change and are given opportunities to apply skill sets developed within the course.

SLS is funded through the Center for Leadership and Social Change, a program of Student Activities.

A brief description of the student educators program's target audience (2nd program): SLS has a target audience of FTIC undergraduate students at FSU. Students can only participate the week prior to the fall semester of their freshman (first) year in college. We are targeting students who are passionate about engaging in the community through service and are committed to becoming leaders on campus.

Number of trained student educators (2nd program): 10

Number of weeks the student educators program is active annually (2nd program): 1

Average or expected number of hours worked weekly per trained student educator (2nd program): 60

Total number of hours worked annually by trained student educators (2nd program): 600

Website URL where information about the student educators program is available (2nd program):
<https://thecenter.fsu.edu/leadership/service-leadership-seminar>

Name of the student educators program (3rd program): Sustainable Campus Student Outreach

A brief description of the student educators program (3rd program): Sustainable Campus runs several student outreach programs in which students engage in peer-to-peer education, including Garnet and Gold Goes Green, Food Recovery Network, and the Seminole Organic Garden. In each program, volunteers are trained to perform a sustainable action and serve as sustainability ambassadors to students, faculty, staff, and community members.

A brief description of the student educators program's target audience (3rd program): The target audience of student outreach is FSU students; however, the Seminole Organic Garden is also open to faculty and staff and Garnet and Gold Goes Green aims to educate FSU students and Tallahassee community members alike.

Number of trained student educators (3rd program): 687

Number of weeks the student educators program is active annually (3rd program): 42

Average or expected number of hours worked weekly per trained student educator (3rd program): 0.05

Total number of hours worked annually by trained student educators (3rd program): 1,501

Website URL where information about the student educators program is available (3rd program):
<https://sustainablecampus.fsu.edu/students/get-involved>

Grand total number of hours worked annually by trained student sustainability educators (all programs): 4,693

Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program: 0.11

Website URL where information about the student sustainability educators programs is available:
<https://sustainablecampus.fsu.edu/students/get-involved/eco-reps>

Data source(s) and notes about the submission:

<https://sustainablecampus.fsu.edu/students/get-involved/eco-reps>
<https://thecenter.fsu.edu/leadership/service-leadership-seminar>
<https://thecenter.fsu.edu/leadership/logic>

For 3rd program hours calculations:

The programs are active up to 42 weeks per year, but weekly time commitment varies widely. Average weekly hour was calculated by dividing total number of hours worked annually by trained student educators (which is accurate) by number of trained student educators by number of weeks active.

EN-2: Student Orientation

Points Claimed: 2.00 / **Points Available:** 2.00

Criteria: Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?:

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	Yes

Percentage of all entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability: 100

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

- Replaced disposable plastic bags with clear reusable bags for all Orientation attendees, new students, and family members, which can be utilized at FSU sporting events.
- Community Waste Stations in all program locations to capture recyclable material and unwanted promotional items that can be reused.
- Orientation Leaders (OL) lead by example through utilizing their reusable water bottles. OL's also point out hydration stations where attendees can fill up their water bottles.
- During Orientation Leader intensive training, Sustainable Campus staff present to all OLs about campus-wide sustainability efforts and programs. This allows OL staff to include sustainability facts during the tour and be prepared to answer questions that may arise.
- At the Orientation campus resource fair, Sustainable Campus staff are present to speak with students and families about involvement opportunities, connecting with Sustainable Campus of social media, and are given resources on how to pack "green" for college.
- Staff from Sustainable Campus present approximately twenty 45-minute sessions on sustainable living at orientation for an audience of students and their guardians.
- The Sustainable Campus office develops sustainability at FSU slides which rotate on televisions and monitors where Orientation takes place. All three pillars are addressed as slides include Food Recovery Network, Garnet and Gold Goes Green (a recycling program), and Eco-Reps (sustainability ambassadors on campus) highlighting how students can get involved.
- Each new and transfer student is given an FSU planner known as the Holopaw. Every year, Sustainable Campus places a full-page ad in the planner describing how to take part in sustainable behavior at FSU.
- Sustainability Engage 100 course highlighted in academic sessions.

EN-3: Student Life

Points Claimed: 2.00 / Points Available: 2.00

Criteria: Institution has co-curricular sustainability programs and initiatives.

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

Name and a brief description of the active student groups focused on sustainability:

Environmental Service Program – The Environmental Service Program fosters a strong sense of place, spreading knowledge and concern for local environmental problems in the North Florida area. ESP aims to engage students and community members with the environment around them using education, service, and advocacy. We focus our activities on Leon, Jefferson, Wakulla, and Taylor counties through conducting educational service field trips and hosting speakers on pertinent environmental topics. We also encourage sustainable lifestyles that connect humans with the environment. ESP assists with petitions, letter-writing campaigns, and organizing social activism to raise awareness and achieve our goals. We take an active approach, empowering students to act on critical issues they feel strongly about and volunteering for causes. <https://nolecentral.dsa.fsu.edu/organization/esp>

Surfrider Foundation FSU - Surfrider aims to engage students and community members with the environment around them through education, social events, and political advocacy. We conduct educational and service group trips and hosting speakers on pertinent environmental topics,

encouraging sustainable lifestyles that connect people with the environment, and keeping our members up to date on pertinent legislation. We may also collect petitions, host letter-writing campaigns, train members on how to lobby, or organize social activism to raise awareness and achieve our goals. We take an active approach, empowering students to act on important environmental issues.

<https://nolecentral.dsa.fsu.edu/organization/surfriderfsu>

Florida PIRG Students - Florida PIRG Students is a student-led, non-profit, non-partisan organization that is focused on giving students the tools that they need to make their voices heard on issues that they care about. With campaigns such as ending hunger and homelessness, college affordability, and breaking free from plastics Florida PIRG Students is committed to bringing positive change to FSU's campus. <https://nolecentral.dsa.fsu.edu/organization/floridapirg>

Florida Association of Environmental Professionals - FAEP FSU works closely with the Tallahassee chapter of the Florida Association of Environmental Professionals to provide insight into the different job possibilities in the environmental work force. Speakers from all environmental fields will provide all kinds of possibilities for work after graduation. Through networking socials, luncheons, and meetings, FAEP FSU will provide a safe and easy place for dreams to be achieved!

<https://nolecentral.dsa.fsu.edu/organization/faepfsu>

Thrift Club at FSU – Thrift Club at FSU creates a community of students at FSU who share an affinity for secondhand shopping and all things vintage. It promotes ethical ways to buy and donate clothing to help the environment and the local community, and it teaches students how to earn extra income through reselling thrifted finds online.

<https://nolecentral.dsa.fsu.edu/organization/thriftclub>

Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?: Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects: The Seminole Organic Garden is a shared space amongst organizations and individuals across campus, and it serves as a peaceful outlet for those who want to take a break from their schedule. The FSU community can get involved with the garden by coming to Garden Work Hours or by renting a garden bed. Students and staff are encouraged to grow their own food using sustainable methods and can plant, construct garden beds, and perform other garden maintenance activities. The daily management of the garden is supported by a student Seminole Organic Garden Coordinator, advised by the Sustainable Campus office.

<https://sustainablecampus.fsu.edu/students/seminole-organic-garden>

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?: Yes

A brief description of the student-run enterprises: The Little Dinner Series has been in operation since 1957. Each semester, students in the Dedman College of Hospitality work side-by-side with instructors to create a series of four-course themed dinners. The series is part of the required senior-year catering management course for all hospitality majors. Every element – from menu to décor – is conceptualized by a group of students tasked with planning and managing their own event. Working with a professional

chef and front-of-house manager, students spend the semester learning the methods and concepts utilized in the food and beverage industry. Waste disposal is an important aspect of the course, and students are exposed to sustainable food waste solutions such as composting and donating leftover food to the Food Recovery Network and local food banks. In a single week of events, the course can divert 200 to 300 pounds of waste from the landfill through composting and donations. Instructors of the course believe that students who graduate from the program should know how to identify irresponsible waste management practices and how to change them to be more sustainable. <https://dedman.fsu.edu/alumni-friends/littledinnerseries>

Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative through which students can develop socially, environmentally, and fiscally responsible investment and financial skills?: Yes

A brief description of the sustainable investment funds, green revolving funds, or sustainable microfinance initiatives: The Green Fund provides an opportunity for the campus community to realize their ideas for sustainability and environmental progress at Florida State University. The Fund awards grants for projects that align with the goals of the FSU Sustainability Strategic Plan in one or more of the following areas: 1) Climate Action: Reduce greenhouse gas footprint through energy conservation and efficiency; 2) Waste Minimization: Maximize the principles of reduce, reuse, recycle; 3) Resource Stewardship: Expand commitment to best practices that prioritize the protection of the North Florida ecosystem; and 4) Education for Sustainability: Ensure all students have access to sustainability-related learning experiences. To receive funding support, students, staff, and faculty members are invited to develop a proposal including details on how project success will be quantified and how each project contributes to student learning. Preliminary funding for the Green Fund was provided by the Student Government Association with continued donations from FSU Alumni and community sustainability advocates. The Green Fund is administered through Sustainable Campus and FSU Facilities. <https://sustainablecampus.fsu.edu/green-fund>

Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?: Yes

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability: Across disciplines and in partnership with community organizations, numerous events occur throughout campus to foster a culture of awareness, dialog, and engagement in sustainability issues such as: speaker series, movie screenings, Community Dialogues, symposia, workshops, and book clubs. For example:

- The FSU Center for Environmental, Energy, and Land Use Law offers a series of enrichment lectures and thematic events every year.
- The Center for Leadership & Social Change invites students to engage in dialogue with dynamic FSU faculty, staff, and community members through its community Dialogue Series.
- The College of Social Sciences and Public Policy hosts Policy Pub events each semester that focus on policy decisions made at the local, state, national, and global levels. Sustainability-related Policy Pub events include: "Going Under? Sea Level Rise and What We're Doing About It," "Could the Next Water Crisis Be in Tallahassee," and "The Hots are Getting Hotter."

<https://law.fsu.edu/academics/academic-programs/juris-doctor-program/environmental-energy-land-use-law/environmental-program-recent-upcoming-events>

<https://thecenter.fsu.edu/diversity/community-dialogue-series>

<https://coss.fsu.edu/policy-pub/>

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?: Yes

A brief description of the cultural arts events, installations, or performances focused on sustainability:

- From September 6 to 12, 2021, the John and Mable Ringling Museum of Art hosted a week of arts-driven events focused on conversations, performances, activities and films about ecology, climate, culture, and environmental justice.
- The Florida State University Museum of Fine Arts hosted the exhibition, "A Shared Body" from August 23 to December 11, 2021. "A Shared Body" dealt with environmental issues, specifically water protection and management.
- The Florida State University Museum of Fine Arts hosted the exhibition, "Rising Water: Artists Working in Response to Hurricanes" from January 16 to March 28, 2020. "Rising Water" explored how to center creativity, empathy, and humanity in planning for a future that will include increasingly violent storms. It brought together artists who have documented and been influenced by Hurricanes Katrina, Harvey, Hugo, and Maria to explore the broader ramifications of climate change and weather in the southeastern United States.

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?: Yes

A brief description of the wilderness or outdoors programs that follow Leave No Trace principles:

Outdoor Pursuits (OP) is FSU's outdoor adventure program. OP travels all over the country with day, weekend, and weeklong trips to great outdoor adventure destinations. Every adventure is unique, and each offers an opportunity to develop new skills, enhance student appreciation of the wilderness, while adapting to new and challenging situations, and building lifelong relationships. All OP programs and services are available for FSU students, faculty, staff, and the Tallahassee community. FSU Outdoor Pursuits is a proud partner of Leave No Trace in its efforts to build awareness, appreciation, and respect for wild lands.

<https://campusrec.fsu.edu/outdoors/outdoor-pursuits/>

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?: Yes

A brief description of the sustainability-focused themes chosen for themed semesters, years, or first-year experiences: Engage 100 is designed to connect, engage, and challenge students in their first semester at FSU, as well as pave the way to future success in college. Engage 100 courses are small, guided group experiences centered on a particular topic or curriculum that assists students in acclimating to university life. Sustainable Campus hosts IDS1107 A Student's Guide to Sustainability: Changemaking and Mythbusting, which is an Engage 100 course that specializes in working with first-time college students

to promote academic success and sustainability learning in the first year and beyond. A Student's Guide to Sustainability introduces first-year students to programs, services, and resources here at FSU to assist them in engaging in sustainability communities across campus. In addition, within this section students create a sustainability philosophy and game plan to take advantage of these resources throughout their time at Florida State University.

<https://sustainablecampus.fsu.edu/campus-dashboard/students/engage-100>

Does the institution have a program through which students can learn sustainable life skills?: Yes

A brief description of the programs through which students can learn sustainable life skills:

Eco-Reps: Eco-Reps are peer-to-peer ambassadors and leaders who educate, engage, and empower our campus community to be more sustainable. Inspiring others to green their community, students involved in the Eco-Rep program take on distinct roles that help bring sustainability programs to life.

<https://sustainablecampus.fsu.edu/get-involved/programs/eco-reps>

Outdoor Pursuits trips: Outdoor Pursuits (OP) is FSU's outdoor adventure program. OP travels all over the Southeast with single day and weekend to great outdoor adventure destinations. OP also stays local with shorter excursions from campus. Every adventure is unique, and each offers an opportunity to develop new skills, enhance appreciation of the wilderness, adapt to new and challenging situations, and build lifelong relationships.

<https://campusrec.fsu.edu/outdoors/outdoor-pursuits/>

Seminole Organic Garden: The Seminole Organic Garden is a shared space amongst organizations and individuals across campus, and it serves as a peaceful outlet for those who want to take a break from their schedule. The FSU community can get involved with the garden by coming to Garden Work Hours or by renting a garden bed. Students and staff are encouraged to grow their own food using sustainable methods and can plant, construct garden beds, and perform other garden maintenance activities.

<https://sustainablecampus.fsu.edu/students/seminole-organic-garden>

Center for Leadership & Social Change: The Center for Leadership & Social Change transforms lives through identity development, leadership education and community engagement. We encourage students to learn, serve and transform through programming that encompasses leadership, diversity, and service. The Center offers more than 30 programs intended to foster opportunities and vision to create positive, sustainable change in their communities and the broader world. Opportunities range from one-time service at local nonprofits to year-long training and leadership roles. The Center offers training on such topics as leadership development, identity and cultural competence, service learning, and community change.

<https://thecenter.fsu.edu/>

Does the institution offer sustainability-focused student employment opportunities?: Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution: Sustainable Campus, through FSU Facilities, employs student coordinators for a variety of programs including the Seminole Organic Garden, Garnet & Gold Goes Green (gameday recycling), Eco-Reps, and the Food Recovery Network. Seminole Dining provider, Aramark, also hosts sustainability-

related student positions.

<https://sustainablecampus.fsu.edu/get-involved/jobs-fsu-sustainable-campus>

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

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories: Food Recovery Network's mission is to eliminate food waste on campus and in the Tallahassee community. Since 2014, when the FSU chapter was formed, the Food Recovery Network has recovered over 130,000 pounds (about 58966.96 kg) of consumable excess food from various locations around campus. This food goes directly to partner agencies, both on and off campus, who distribute it to individuals and families experiencing food insecurity.

<https://sustainablecampus.fsu.edu/students/food-recovery-network-frn>

EN-4: Outreach Materials and Publications

Points Claimed: 2.00 / **Points Available:** 2.00

Criteria: Institution produces outreach materials and/or publications that foster sustainability learning and knowledge.

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

Website URL for the central sustainability website: <https://sustainablecampus.fsu.edu/>

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?: Yes

A brief description of the sustainability newsletter or social media platform: The Sustainable Campus office develops and disseminates a weekly sustainability newsletter for the public that is sent via email using Constant Contact. The newsletter contains information on upcoming sustainability events on campus and in the community, volunteer opportunities, and internships. Currently, the sustainability newsletter has over 1,500 readers.

The Sustainable Campus office also develops and disseminates a monthly sustainability newsletter specifically for FSU faculty and staff using Constant Contact. The newsletter contains information about sustainability related news, events, grant funding, and other resources. Currently, the staff and faculty newsletter has over 130 readers.

The Sustainable Campus office maintains several social media platforms to engage the campus community:

Facebook: <https://www.facebook.com/FSUsustainablecampus>

Twitter: <https://twitter.com/fsusustainable>

Instagram: <http://instagram.com/fsusustainable>

YouTube: <https://www.youtube.com/user/FSUSustainableCampus>

Does the institution have signage that highlights sustainability features on campus?: Yes

A brief description of the signage that highlights sustainability features on campus: The Sustainable Campus office developed a sustainability app which is located on the main page of the FSU app. The sustainability app features information on how and where to recycle on campus, a map of hydration stations, sustainability points of interest across campus, LEED buildings, ways to get involved in sustainability on campus, tips to reduce energy consumption and go green at FSU, calendar of sustainability events, and links to FSU sustainability social media.

Does the institution provide a sustainability walking map or tour?: Yes

A brief description of the sustainability walking map or tour: The FSU Sustainability app includes a navigational map of all the sustainable features on campus, including points of interest such as gardens, green buildings, hydration stations, solar features, and sustainable transportation.

<https://map.concept3d.com/?id=1235#!ct/0,32613,33494,33511,33512,33513,33514,33515,34311,34312,34313,34314,37766,38718,38744,38745>

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?: Yes

A brief description of the guide for green living and/or incorporating sustainability into the residential experience: The Sustainable Campus office developed and currently distributes the Green Living Guide, a comprehensive guide to live a more sustainable life at FSU and beyond.

<https://sustainablecampus.fsu.edu/resources/sustainability-guides/green-living-guide>

Florida State University Housing also provides a Sustainable Practices guide, which describes sustainable practices in University Housing. <https://housing.fsu.edu/documents/SustainablePractices-web.pdf>

A brief description of other comprehensive sustainability outreach materials and publications not covered above: The Sustainable Campus office created a Green Event Guide, which highlights ways to make campus events more sustainable including recycling and minimizing waste, reusing, or purchasing environmentally friendly supplies, and using sustainable transportation.

<https://sustainablecampus.fsu.edu/resources/green-event-guide>

Sustainability Fellow Sarah Galt, under the supervision of Sustainable Campus staff, created an Eco-Wellness Guide, which is a collection of resources and tools to help foster personal sustainability and well-being. <https://sustainablecampus.fsu.edu/resources/eco-wellness-guide>

Sustainability Fellow Tyler Osha, under the supervision of FSU Procurement staff, created the Green Purchasing Guide, which is a set of questions that departments can ask themselves before making a new purchase. <https://sustainablecampus.fsu.edu/resources/green-purchasing-guide>

The FSView & Florida Flambeau is a for-profit newspaper owned by the Gannett Company that covers the on-campus events, happenings, and trends of the Florida State University as well as concerts,

museum and art exhibits, movies, literature and poetry readings, and other events from the larger Tallahassee community. The FSView student newsletter regularly covers campuswide sustainability events and news. Recent stories have included: "Sustainability at the new Student Union," "FSU Celebrates 52nd Earth Day," and "FSU's faculty Senate passes sustainability resolution."

The Sustainable Campus office developed a sustainability app which is located on the main page of the FSU app. The sustainability app features information on how and where to recycle on campus, a map of hydration stations, a list of sustainability features/points of interest (including gardens, green buildings, solar features, and sustainable transportation), a link to the bike rental application, a list of resources, a calendar of sustainability events, and links to the Sustainable Campus website and social media.

Seminole Dining at Florida State University encourages students to make climate-friendly meal choices through "Cool Food Meals" badges. The World Resources Institute (WRI) identifies items that meet the Cool Food Meals criteria, which are based on the item's ingredients and the land used to produce the meal. If a dish's carbon footprint falls below an established per-meal threshold and meets a nutrition safeguard, it is approved as a Cool Food Meal. Cool Food Meals badge appear on Aramark menus at Suwannee Room and Seminole Cafe. <https://seminoledining.campusdish.com/Sustainability>

FSU highlights sustainable commuting through a variety of resources to educate the FSU community about alternative transportation services on and around campus. Both the Sustainable Campus and Transportation and Parking Services websites offer a list of available services and numerous publications are produced and distributed at various campus events. <https://sustainablecampus.fsu.edu/campus-initiatives/sustainable-transportation>

CyclingSavvy is a nationwide cycling safety program that has helped thousands of cyclists learn skills and strategies that make cycling safer and more accessible for everyone. The basics course introduces key concepts for riding safely and confidently while commuting to and around campus. Sustainable Campus and Transportation and Parking Services partners with the American Bicycle Education Association to offer this course for free to FSU students, faculty, and staff. <https://transportation.fsu.edu/bicycles>

The Owl is an interdisciplinary journal that publishes the original research of Florida State University undergraduate students. The Owl's publications include term papers, faculty-sponsored DIS projects, Honors in the Major work, and IDEA Grant projects, as well as research-based creative works. Recent sustainability-related articles include: "The Effects of Climate Change on the Development of Terrorists Networks in the Middle East" and "Remediation of Water Pollutants and Pathogens within Household Water in Rural South India." <https://journals.flvc.org/owl>

The Undergraduate Research Symposium (URS) is an annual showcase for undergraduate students from all majors to present their work to the wider community. Hundreds of student researchers, including those from Garnet and Gold Scholar Society, Honors in the Major Program, and the Undergraduate Research Opportunity Program (UROP), present their work as poster presentations. Recent sustainability-related projects include: "Microplastic Composition in Relation to Wastewater Treatment Plants," "The Sustainable Development of CollegeTown," and "Developing Plant-Based Edible Films for Food Packaging." <https://cre.fsu.edu/URS2022>

EN-5: Outreach Campaign

Points Claimed: 4.00 / Points Available: 4.00

Criteria: Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability.

Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?: Yes

Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?: Yes

Name of the campaign: Green Office program

A brief description of the campaign: The Green Office Program is a certification process that helps Florida State University employees identify ways to make their workplace more sustainable and recognizes offices for their sustainability achievements. Interested offices set goals and implement sustainable practices in areas including: 1) Climate Action; 2) Waste Minimization; 3) Resource Stewardship; and 4) Education for Sustainability. By completing objectives provided on the certification checklist, offices reduce resource use, produce less waste, and enjoy cost savings through actionable sustainability measures.

<https://sustainablecampus.fsu.edu/get-involved/faculty-and-staff/green-office-certification>

A brief description of the measured positive impact(s) of the campaign: To date, five offices with 74 total employees have recommitted to sustainability and have implemented initiatives aimed at reducing the footprint of their office. The Sustainable Green Team at Innovation Park created an initiative to recycle can rings that would otherwise be sent to the landfill. The Sustainable Green Team has also held an open house event for campus and Tallahassee community members to highlight their sustainability initiatives.

Name of the campaign (2nd campaign): Earth Day 50

A brief description of the campaign (2nd campaign): To commemorate the 50th anniversary of Earth Day, Sustainable Campus and FSU Libraries' Special Collections partnered on an online, virtual exhibit. Organizers took a local perspective with the curated collection by highlighting the history of Earth Day at FSU and the greater Tallahassee area and celebrating alumni who have made significant, positive impacts on the environment. Titled "Earth Day 50: Environmental Activism at FSU and Beyond," the exhibit set a timely tone using throwback fonts and color schemes reminiscent of the 1970s. Items featured include the work of students, alumni and researchers at FSU, artists, journalists, government officials and educators in Florida. The collection was originally intended as a physical exhibit to be installed in Strozier Library in early April, but the Coronavirus shutdown necessitated the shift to online. <https://fsuearthday50.omeka.net/exhibits/show/earth-day-50/home>

A brief description of the measured positive impact(s) of the campaign (2nd campaign): Visitors to the online exhibit were able to take a deep dive into FSU's Earth Day history, complete with photos,

newspaper clippings and a host of archival materials. The collection included handwritten correspondence from former Gov. Claude Kirk and his environmental adviser Nathaniel Reed. Those who virtually toured the exhibit also learned more about notable FSU figures, such as “Her Deepness,” Sylvia Earle, the diver, marine biologist, and activist who helped pave the way for women in science. The exhibit also featured student groups like the Center for Participant Education, which have given students a platform to inform university and state policy for the past 50 years. The exhibit was part of Sustainable Campus’ ongoing mission to forge partnerships and host events that bring awareness to environmental problems and inspire action to work toward solutions.

EN-6: Assessing Sustainability Culture

Points Claimed: 0.25 / **Points Available:** 1.00

Criteria: Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

Does the institution conduct an assessment of sustainability culture?: Yes

Which of the following best describes the cultural assessment? The assessment is administered to: A subset of the campus community or a sample that may not be representative of the entire community

Which of the following best describes the structure of the cultural assessment? The assessment is administered: Without a follow-up assessment of the same cohort or representative samples of the same population

A brief description of how and when the cultural assessment(s) were developed and/or adopted: In Spring 2021, a Ph.D. candidate conducted an external audit to examine FSU Sustainable Campus’ inclusion of diverse students in student-led programming and communications. The central research question was why are students of color, mainly Black or African American students, not participating in SC student-led events? Sustainable Campus charged the student to provide Sustainable Campus with strategic guidance on increasing student diversity at student-led events by examining programs and communications.

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

Survey questions included:

- Since the Fall 2018 term, have you participated in any FSU student-led activities?
- If so, what are the activities?
- Are there any non-FSU activities you engage in?
- Have you heard of any of the following FSU Sustainable Campus student-led events?
- If so, from where?
- When selecting what FSU Sustainable Campus student-led activities to participate in, what factors influence your decision to attend?
- When selecting what FSU Sustainable Campus student-led activities to participate in, what factors influence your decision not to attend?

Focus group questions included:

- During your time at FSU, did you participate in any FSU student-led activities? Why did you attend these events? If you find yourself returning to a certain group, why would you say that is?
- Have you ever heard of any Sustainable Campus efforts?
- What kinds of student-led Sustainable Campus events do you think would be interesting?
- Can you describe any previous experience in environmental science or sustainable environmental efforts?

Interview questions included:

- During your time at FSU, did you participate in any FSU student-led activities? Why did you attend these events? If you find yourself returning to a certain group, why would you say that is?
- Have you ever heard of any Sustainable Campus efforts?
- How would you describe the diversity of programs available at Sustainable Campus?

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered: The student conducted 15 non-representative surveys, two focus groups (with a total of 14 students), and three interviews. The student also completed a discourse analysis of Sustainable Campus social media, including Twitter, Facebook, and Instagram, the Sustainable Campus website, and the Sustainable Campus office.

A brief summary of results from the cultural assessment: Using this data and Dawson's (2017) equity in STEM framework, the student produced an executive report, which provided an overview of the significant findings and recommendations. Specifically, the student found that students of color responded positively to events that de-centered whiteness and incorporated other people of color.

Recommendations to decenter whiteness included: 1) Centering the practices, epistemologies, interests, and speech of the historically marginalized; 2) Reaffirming an office culture built on unity, respect, and social justice; 3) Participating in antiracist, decolonizing, or dismantling professional development training; and 4) Ensuring long-term accountability through meetings and critical reflection.

Due to the student's external audit, Sustainable Campus understands how to consider the decentering of whiteness explicitly and consciously in its communications, programming, office spaces, and social media platforms.

Website URL where information about the assessment of sustainability culture is available:

<https://sustainablecampus.fsu.edu/blog/sustainable-campus-completes-equity-diversity-and-inclusion-external-audit>

EN-7: Employee Educators Program

Points Claimed: 0.17 / **Points Available:** 3.00

Criteria: Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program. Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

Total number of employees: 8,264

Total number of employees served by a peer-to-peer sustainability outreach and education program: 131

Percentage of employees served by a peer-to-peer sustainability outreach and education program: 1.59

Name of the employee educators program (1st program): Green Office Certification

A brief description of the employee educators program (1st program): The Green Office Program is a certification process that helps Florida State University employees identify ways to make their workplace more sustainable and recognizes offices for their sustainability achievements.

FSU's commitment to campus sustainability is outlined in The Future is Florida State: Strategic Plan 2017-2022. In accordance with Goal VI, Excellence and Education, Florida State will incorporate sustainable living practices into all FSU activities. In collaboration with Sustainable Campus, offices across the University are encouraged to evaluate their current practices and develop a Green Office certification timeline and action plan.

Departments and offices across the university implement green practices in areas including climate action, waste minimization, resource stewardship, and education for sustainability. To participate, offices identify a Green Office Advocate, who represents the office and collaborates with Sustainable Campus. Next, the Green Office Advocate establishes a Green Team, which includes other members committed to making sustainable changes in the workplace.

The Green Team then self-evaluates their office's current practices using the Green Office Checklist, earning points for sustainable behavior. Finally, the Sustainable Campus Green Office Coordinator is contacted for an in-person or virtual consultation. The Green Office Coordinator tours the office facilities, discusses the results of the self-evaluation, and helps the office identify new ways to incorporate sustainability practices into the workplace. After the documentation is completed, offices receive one of three designations (from lowest to highest): Green, Garnet, or Gold. The Green Office certification lasts for two years.

In addition, the Green Office Lunch & Learn series is held at least once per semester. These events are an opportunity for peer-to-peer outreach and education. The Lunch & Learn series features a short presentation by an FSU employee related to a sustainability topic followed by a Q&A session and participant networking. Lunch & Learn is held via Zoom and/or in-person. Past presentations have included Sustainable Procurement and Community Waste Stations.

Participation in the Green Office Certification Program is voluntary. Offices self-appoint Green Office Advocates, who then develop an office Green Team. The Green Office Advocate maintains regular communication with the Green Office Coordinator. The Advocate also develops a timeline and action plan to incorporate sustainable behavior into office practices. The Advocate acts as an employee educator and serves as the link between Sustainable Campus and the entire office staff.

All Green Office Advocates are encouraged to participate in the 'Introduction to the Green Office Program Training,' which is a 90-minute training course offered at least once per semester. The course is a partnership between Sustainable Campus and the Office of Training & Organizational Development (TOD). By the end of the session, participants will be able to 1) Define sustainability, 2) Describe ways the Green Office program contributes to FSU's sustainability goals, 3) Use the Green Office checklist to

evaluate their office's contribution to sustainability, and 4) Identify campus resources that are available to enhance office sustainability. The session is interactive, involving personal reflection, group exercises, and hands-on practice with the Green Office checklist.

A brief description of the employee educators program's target audience (1st program): Employees and departments self-select to participate in the program.

Number of trained employee educators (1st program): 14

Number of weeks the employee educators program is active annually (1st program): 50

Average or expected number of hours worked weekly per trained employee educator (1st program): 0.25

Total number of hours worked annually by trained employee educators (1st program): 12.50

Website URL where information about the employee educators program is available (1st program):
<https://sustainablecampus.fsu.edu/get-involved/programs/green-office-certification>

Grand total number of hours worked annually by trained employee educators (all programs): 12.50

Hours worked annually by trained employee sustainability educators per employee served by a peer-to-peer program: 0.00

EN-8: Employee Orientation

Points Claimed: 1.00 / **Points Available:** 1.00

Criteria: Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

Percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics: 100

A brief description of how sustainability is included in new employee orientation: The University's New Employee Orientation program is available online for all newly hired employees to provide them with information concerning employee benefits, rules and regulations affecting employment, basic cybersecurity awareness, and University operating procedures. Orientation is mandatory for all employees. Sustainability is currently included in the new employee orientation for all faculty, staff, and OPS positions at Florida State University. The Sustainable Campus Rise 360 eLearning course features six topic areas, including: 1) Overview of Sustainable Campus; 2) FSU Strategic Plan; 3) Community Waste Station Program; 4) Sustainable Transportation; 5) Green Office Program; and 6) Learn More. The course is interactive and self-paced. All employees must click on all interactive media to fully engage with the information and complete each section.

Website URL where information about sustainability in employee orientation is available:
<http://training.hr.fsu.edu/neo-sustainable-campus-raw-NVon4elk/content/#/>

Data source(s) and notes about the submission:

<https://hr.fsu.edu/sites/g/files/upcbnu2186/files/PDF/Publications/training/neo-sustainable-campus-W8FO0fk6.pdf>

EN-9: Staff Professional Development & Training

Points Claimed: 1.25 / **Points Available:** 2.00

Criteria: Institution makes available professional development and training opportunities in sustainability to all non-academic staff at least once per year. Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

Does the institution make available professional development and training opportunities in sustainability to all non-academic staff at least once per year?: Yes

Does the institution wish to pursue Part 2 of this credit (the rate of staff participation in sustainability professional development and training)?: Yes

Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training: 1-24%

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to non-academic staff:

In collaboration with the Office of Human Resources, Sustainable Campus offers multiple opportunities for training and organizational development. By attending a sustainability training, FSU employees can gain professional development skills and help FSU achieve strategic goals and objectives.

CyclingSavvy

CyclingSavvy is a nationwide cycling safety program that has helped thousands of cyclists learn skills and strategies that make cycling safer and more accessible for everyone. The basics course introduces key concepts for riding safely and confidently while commuting to and around campus. By taking this course, you will learn: 1) Traffic laws; 2) Defensive driving and cycling techniques; 3) How to mitigate risk while cycling; and 4) How to ride safely at dusk, in the dark, and in poor weather conditions.

Introduction to the Green Office Program

The 90-minute Introduction to the Green Office Program course is designed to empower participants to take part in FSU's Green Office Program. By the end of the session, participants will be able to 1) Define sustainability, 2) Describe ways the Green Office program contributes to FSU's sustainability goals, 3) Use the Green Office checklist to evaluate their office's contribution to sustainability, and 4) Identify campus resources that are available to enhance office sustainability. The session is interactive, involving personal reflection, group exercises, and hands-on practice with the Green Office checklist.

Sustainability & EDI

Equity, diversity, and inclusion (EDI) is a core component of creating a more just and sustainable world. This course is designed to help us reframe our definition and perspective of sustainability and center the “people” sphere to better integrate social justice into all sustainability efforts. During the session, we will review and discuss a series of case studies that highlight the overlapping nature of environmental and social justice. We will also shed light on how these movements interact and influence each other and lay the groundwork for stronger connections and collaboration between allies.

Sustainability Guest Speakers

Florida State University’s Sustainable Campus offers guest lectures on many sustainability topics on request. These presentations are available for FSU faculty and/or staff requesting Sustainable Campus staff presentations at retreats, staff meetings, or other events, and offices may receive HR credit for these on-demand presentations. Past presentations have covered basic concepts of sustainability, FSU sustainability strategic and operational initiatives, and sustainability leadership opportunities.

Additional opportunities offered by the Office of Human Resources include Equity, Diversity, & Inclusion training (two different modules), monthly events, and specialized trainings by request. Monthly events include Lunch & Learns about equity on campus and Coffee Chats to make meaningful connections through the local community.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution: Staff from the Sustainable Campus office participate in the yearly AASHE conference with full financial support by FSU Facilities. In 2021, FSU was a Host Institution for the Global Conference on Sustainability in Higher Education. As a Host Institution, FSU provided 200 free registration passes for the campus community. FSU faculty, staff, and students were encouraged to register for the event to explore, reexamine, and re-envision sustainability in higher education.

Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews: 0

A brief description of how sustainability is included in staff performance reviews: n/a

Website URL where information about staff professional development and training in sustainability is available: <https://sustainablecampus.fsu.edu/resources/sustainability-trainings>

PUBLIC ENGAGEMENT

Points Claimed: 16.19 / **Points Available:** 20.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit, and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	5.00 / 5.00
Community Service	1.19 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	2.00 / 2.00

EN-10: Community Partnerships

Points Claimed: 3.00 / Points Available: 3.00

Criteria: Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

Name of the institution's formal community partnership to advance sustainability: Chuck it for Charity

Does the institution provide financial or material support for the partnership?: Yes

Which of the following best describes the partnership timeframe?: Multi-year or ongoing

Which of the following best describes the partnership?: Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners?: Yes

A brief description of the institution's formal community partnership to advance sustainability: Chuck It for Charity is an annual partnership between Sustainable Campus, University Housing, and Tallahassee community organizations to collect all the "stuff" that is usually left behind during student move-out after the Spring semester. Students, faculty, and staff volunteer during finals week to recover non-perishable food, clothes, books, furniture and more from 17 residence halls. The material is weighed, sorted, and redistributed to local agencies in support of their work and the people they help. The Chuck it for Charity program has diverted 167 tons of items from the landfill, while redistributing resources to the community.

<https://sustainablecampus.fsu.edu/get-involved/programs-%26-events/chuck-it-charity>

Name of the institution's formal community partnership to advance sustainability (2nd partnership):
Food Recovery Network

Does the institution provide financial or material support for the partnership? (2nd partnership): Yes

Which of the following best describes the partnership timeframe? (2nd partnership): Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (2nd partnership):
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership): Yes

A brief description of the institution's formal community partnership to advance sustainability (2nd

partnership): Food Recovery Network's mission is to eliminate food waste on campus and in the Tallahassee community. Since 2014, when our FSU chapter was formed, the Food Recovery Network has recovered over 130,000 pounds (about 58966.96 kg) of consumable excess food from various locations around campus. This food goes directly to our partner agencies, both on and off campus, who distribute it to individuals and families experiencing food insecurity.

The Food Recovery Network provides a use for leftover food products. This program allows for reduced food waste, as collected products will be given to those who need it instead of the landfills. Events big and small can utilize the Food Recovery Network for food recoveries! The Food Recovery Network acts as a food waste "ghostbuster" and is on call if a campus or community partner is anticipating excess perishables at one of their events.

<https://sustainablecampus.fsu.edu/students/food-recovery-network-frn>

Name of the institution's formal community partnership to advance sustainability (3rd partnership): Sustainability Fellows

Does the institution provide financial or material support for the partnership? (3rd partnership): Yes

Which of the following best describes the partnership timeframe? (3rd partnership): Multi-year or ongoing

Which of the following best describes the partnership? (3rd partnership): Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership): Yes

A brief description of the institution's formal community partnership to advance sustainability (3rd partnership): The Sustainability Fellows program provides an opportunity for students of any discipline to participate in furthering sustainability efforts on the FSU campus and in the Tallahassee community. Sustainability Fellows can be selected from any major or field of study. Fellows work in collaboration with campus and community partners to actively engage in research, propose strategies, and identify opportunities for sustainability issues.

Fellows are selected based on their academic background, professional experience, and personal statements. Individually or in small working groups, Fellows address a challenge related to environmental, social, and/or economic sustainability at FSU or in Tallahassee with a campus/community partnering organization.

The duration of the Fellows program is one academic semester. There are opportunities for Fellows whose projects are ongoing to continue with the program for multiple semesters. Fellows are expected to work on their projects over the semester. At the end of the fellowship, Fellows must submit a deliverable demonstrating their learning, for example, a research paper, poster, audio/visual presentation, etc.

<https://sustainablecampus.fsu.edu/sustainability-fellows>

A brief description of the institution's other community partnerships to advance sustainability:

EngageTLH allows students to get involved in regular or one-time service in the Tallahassee community, with different projects to choose from almost daily. With an emphasis on meaningful dialogue, EngageTLH provides a space where student participants can reflect on their experience after each service trip. After the group completes its service, members will engage in critical reflection on the experience, either on site at the agency or in the van on the way back to campus. The reflection, led by EngageTLH facilitators, is meant to give students the opportunity to have a dialogue on their experience and think about other ways they can incorporate service into their lives. EngageTLH service projects are offered at a variety of non-profit agencies on different days and times each week. Participants can sign up online to go on a service trip with EngageTLH as early as one week in advance and up to the day before the project. Space is limited, and the center provides transportation to and from the service site. <https://thecenter.fsu.edu/service/engagetlh>

Community Ambassadors link local nonprofit agencies with the people, programs, and resources on FSU's campus. Each ambassador works with one local agency for a full academic year, learning the inner workings of that agency. Ambassadors bring knowledge of their agencies to Florida State, connecting campus and community. An ambassador's knowledge of their agency's specific service needs, combined with the center's resources, create opportunities for positive, sustainable change through the university and the local community. Ambassadors are required to commit 5 hours per week to their community agency and attend biweekly program meetings, and they receive a stipend and notation on their official transcripts. <https://thecenter.fsu.edu/service/community-ambassador-program>

Data source(s) and notes about the submission:

<https://thecenter.fsu.edu/service/community-ambassador-program>

<https://sustainablecampus.fsu.edu/sustainability-fellows>

<https://thecenter.fsu.edu/service/engagetlh>

<https://sustainablecampus.fsu.edu/students/food-recovery-network-frn>

<https://sustainablecampus.fsu.edu/get-involved/programs-%26-events/chuck-it-charity>

EN-11: Inter-Campus Collaboration

Points Claimed: 3.00 / **Points Available:** 3.00

Criteria: Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

Is the institution currently a member of a national or international higher education sustainability network?: Yes

The name of the national or international sustainability network(s):

AASHE

U.S. Green Building Council

League of American Bicyclists

Campus as a Living Lab Community of Practice

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?: Yes

The name of the regional, state/provincial, or local sustainability network(s):

Atlantic Coast Conference
Southeast Sustainability Network
Florida Climate Institute
Sustainable Tallahassee
Capital Area Sustainability Compact
ACC Sports Sustainability Network

Has the institution presented at a higher education sustainability conference during the previous year?:
Yes

A list or brief description of the conference(s) and presentation(s):

AASHE

In 2020, Sustainable Campus Academics & Partnerships Coordinator presented 'Breaking into Academics Without a PhD: Creating Sustainability Curriculum from Facilities' at the Global Conference on Sustainability in Higher Education (GCSHE). During that year, the Sustainable Campus Engagement Coordinator also presented 'Student Support 101: A Guide for Sustainability Professionals' at GCSHE. In 2021, the Director of Sustainability presented 'Leadership & Sustainability in Action: A Practitioner's Case for Integrated Teaching' at GCSHE.

NASPA Annual Conference

In 2022, the Sustainable Campus Sustainability/Higher Education Graduate Assistant presented 'Environmental Justice is Social Justice: Centering the United Nations' Sustainable Development Goals in Student Affairs Work' at the NASPA Annual Conference.

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?: Yes

A list or brief description of the sustainability resource center or awards program and submission(s):

Multiple submissions to Campus as Lab Community of Practice resources:

- 2021 Summer Series
- Exploring the Use of Trauma Informed Practices in Campus as Lab Programs white paper
- Campus as a Living Lab on Any Budget

Has the institution had employees or students serving on a board or committee of a sustainability network or conference during the previous three years?: Yes

A list or brief description of the board or committee appointment(s): The Director of Sustainability sits on the Capitol Area Sustainability Council, which includes eight of the largest organizations in Leon County. The members of the Council have pledged to collectively tackle some of the community's biggest sustainability topics like waste, energy, and transportation. The member organizations who signed the pledge, called the Capital Area Sustainability Compact, are Florida A&M University, Tallahassee

Memorial Healthcare, Florida State University, the City of Tallahassee, Leon County Schools, Tallahassee Community College, Capital Regional Medical Center, and Leon County Government. The member organizations created the Compact to establish a platform where members can share information, identify collaboration opportunities, and find solutions for shared sustainability challenges.

The (previous) Academics & Partnerships Coordinator has been the co-chair for the Campus as a Living Lab Community of Practice since August of 2020. There are currently over 200 practitioners in the network. The Community of Practice hosts monthly webinars, provides a listserv for sharing events and information, curates Campus as Lab resources, and provides a platform for collaboration.

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?: Yes

A brief description of the mentoring relationship and activities: FSU is a member of the Southeast Sustainability Network, a coalition of universities in southeastern U.S. that support one another in addressing campus specific sustainability issues. The Southeast Sustainability Network operates under a democratic, shared governance model. No individuals or institutions create nor control the resources, and all members are considered contributors and leaders. The campuses represented include a range of institutions that are: public and private, small, and large, granting degrees from baccalaureate to doctoral, and in states spanning Texas to Maryland. The network maintains a regular conference call schedule with all available universities and sustainability staff with many collaborative resources. Members will often contact one another for specific questions based on the current sustainability issues and expertise of network members.

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?: No

EN-12: Continuing Education

Points Claimed: 5.00 / **Points Available:** 5.00

Criteria: Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive.

Total number of continuing education courses offered: 317

Number of continuing education courses that are sustainability course offerings: 50

Percentage of continuing education courses that are sustainability course offerings: 15.77

A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions: [Continuing Ed Sustainability Courses STARS.pdf](#)

Do the figures reported above cover one, two, or three academic years?: Three

Does the institution have at least one sustainability-focused certificate program through its continuing education or extension department?: Yes

A brief description of the certificate program(s):

Professional Certification in Human Trafficking Prevention & Intervention

Florida State University has launched a new online Professional Certification in Human Trafficking Prevention and Intervention, which addresses SDG 5, 8, and 16. This curriculum was developed as a joint project of the FSU Clearinghouse on Trauma & Resilience within the Institute for Family Violence Studies, the College of Social Work, the FSU Center for the Advancement of Human Rights and the Center on Academic and Professional Advancement. The curriculum enables professionals to develop the knowledge and skills needed to understand the dynamics of the different types of human trafficking. It also provides professionals with practical skills to increase awareness of and improve services and interventions for victims/survivors of trafficking. This self-paced curriculum includes seven chapters and 12 hours of course content with research-based readings, case scenarios, multi-media materials, 11 new videos from experts in the field, assignments, and quizzes. The training is non-credit, professional development and is therefore open to the public.

Professional Certification in Trauma & Resilience

Florida State University now offers a Certification on Trauma and Resilience Series that provides a comprehensive foundation of knowledge of the effect of trauma and the elements of resilience. The World Health Organization states that “building resilience is a key factor in protecting and promoting health and well-being at both the individual and community levels’ and contends that resilience has a very prominent role to play in working towards all the United Nations Sustainable Development Goals (SDGs). This series of courses will prepare professionals to provide culturally competent, trauma-informed services, and build resilience in themselves and the people they serve. Registration for each course is rolling and the curriculum is self-paced and fully online. Level One includes 20 hours of course content and ten chapters of research-based readings, case scenarios, multi-media materials, assignments, and quizzes. Level Two includes eight chapters and 15 hours of course content with research-based readings, case scenarios, multi-media materials, assignments, and quizzes. The training is non-credit professional development and is, therefore, open to the public.

Data source(s) and notes about the submission: <https://learningforlife.fsu.edu/professional-development/>

EN-13: Community Service

Points Claimed: 1.19 / **Points Available:** 5.00

Criteria: Institution engages its students in community service, as measured by the percentage of students who participate.

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?: Yes

Total number of students: 45,493

Number of students engaged in community service: 3,391

Percentage of students engaged in community service: 7.45

Does the institution wish to pursue Part 2 of this credit (community service hours)?: Yes

Total number of student community service hours contributed annually: 210,033.75

Number of annual community service hours contributed per student: 4.62

Does the institution have a formal program to support employee volunteering during regular work hours?: Yes

A brief description of the institution's program to support employee volunteering: Under the Florida Mentoring Partnership program, state employees are encouraged to help young Floridians excel in school and life by becoming a mentor to a student in need. State employees may take up to one hour of administrative leave per week (not to exceed five hours per calendar month) to participate in mentoring, tutoring, guest speaking and providing any services related to participation in an established school district's mentoring program.

Under the Volunteer Florida program, state employees may choose to use one hour of administrative leave per week (not to exceed five hours per calendar month) to participate in community service programs that meet child, elder or human needs including, but not limited to, Guardian Ad Litem, Big-Brother/Big-Sister, Senior Corps and Adult Literacy. State employees can also volunteer for church-sponsored, community-based projects, if the activities are not primarily for the church's benefit.

Does the institution track the number of employee community service hours contributed through programs it sponsors?: No

Website URL where information about the institution's community service programs is available:
<https://thecenter.fsu.edu/resources/servscript>

Data source(s) and notes about the submission: The submission's numbers were based on the academic year Summer 2021 to Summer 2022 and calculated through the FSU ServScript program records. The number of students engaged in community service (headcount) includes non-unique participants that could be duplicated over multiple semesters. The total number of community service hours are unique cumulative hours served. These numbers reflect hours logged by any student on all three of the FSU campuses during these windows. They reflect a large variety of types of service, research, and volunteering (not specific to sustainability).

The ServScript Program at Florida State University, provides students with a platform to record their service to the community on their official FSU transcript. Community service programs, such as the ServScript Program are designed to help students learn about themselves and others. Engaging with the community allows students to address areas of community need while also gaining valuable knowledge and skills. To qualify for the ServScript program, service hours 1) cannot be court-ordered or sanctioned; 2) must be unpaid; 3) must benefit or contribute to the solution of a community need; and 4) must have third-party verification. Students may engage in direct service, indirect service; research service; and/or

advocacy service. The Center for Leadership and Social Change verifies student hours at the end of each semester through an auditing process. Because the ServScript Program is based on voluntary reporting, it represents a fraction of the total service hours completed by students at FSU.

The Center for Leadership and Social Change also supports a service-learning program. Service learning is defined as “experiential education that combines classroom instruction with organized service to the community, emphasizing civic engagement, reflection and application of learning.” Service learning includes academic preparation, service that meets an identified community need and structured reflection. A service-learning experience can enhance learning and development, encourage civic responsibility, foster community-based scholarship, provide a forum for leadership development and address social issues. <https://thecenter.fsu.edu/service/service-learning>

EN-14: Participation in Public Policy

Points Claimed: 2.00 / Points Available: 2.00

Criteria: Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?: Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level: FSU leadership routinely work with Tallahassee local governments and policy makers in support of sustainability-related issues germane to our community (DEI, access to education, hunger) including those related to the SDGs.

FSU faculty, staff, and student representatives sit on several City of Tallahassee and Leon County committees and advisory boards, including the Leon County Science Advisory Committee. FSU also engages heavily with the City of Tallahassee and Leon County through joint participation in community engagement, capital projects, funding, and design and construction.

Active calls for action are found via the University President's public statements (<https://twitter.com/FSUPresThrasher>). For example, during the George Floyd protests, then President Thrasher called upon local leaders to meet with him, and students concerned for the safety of their peers in our community. President Thrasher was vocal that he “deplore(s) police brutality.” As a result of President Thrasher’s request, a meeting was hosted by the FSU President, Mayor, and Police Chief for students at Florida State University, Florida A&M University, and Tallahassee Community College. President Thrasher continued to support DEI work on campus, especially after every national tragedy.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?: Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level: The Office of Governmental Relations is the official liaison between Florida State University and local, state, and national governments. Special emphasis is placed on monitoring the Florida legislative process, from which the University receives most of its funding. The Governmental Relations staff is committed to informing the University community of key legislative issues of interest and impact. The office publishes a “Legisletter” newsletter, detailing bills that are

relevant to the FSU community. The office also provides resources for community members to talk to legislators about priorities. Particularly, Advocate for Florida State is an advocacy network comprised of alumni, students, and friends who serve as advocates for Florida State University. Through Advocate for Florida State channels, state decision-makers develop greater appreciation and support for issues that affect FSU.

Former President Thrasher was also very vocal about issues of gun control. In 2021, he publicly opposed HB 6001, a bill to allow concealed weapons on Florida college & university campuses, vowing to continue to fight against campus carry. President Thrasher has been a key voice in Florida gun control since 2011, when he helped defeat the NRA guns-on-campus bill.

<https://govrel.fsu.edu/legisletter/2023/legisletter-final-week>

<https://wusfnews.wusf.usf.edu/university-beat/2020-12-05/outgoing-fsu-president-vows-to-continue-fight-against-campus-carry>

<https://wusfnews.wusf.usf.edu/university-beat/2020-12-05/outgoing-fsu-president-vows-to-continue-fight-against-campus-carry>

Current issues of concern include hunger/homelessness on college campuses; access to education, and affordable access to healthcare.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?: Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the national level: Former President Thrasher took several opportunities to support civic engagement and condemn violence. Notably, President Thrasher joined U.S. Senator Joe Manchin and former U.S. Senator Mel Martinez following the January 6 attack on the U.S. Capitol, which President Thrasher publicly condemned in a message to all students, faculty, and staff, to call for bipartisanship. President Thrasher has also served as an advisor to Florida State University's Power of WE, a landmark student-led initiative dedicated to empowering students to engage across differences. He has advocated for coming together in community to break down polarization in the United States.

Former President Thrasher also made statements regarding antisemitism, religious discrimination, federal immigration guidelines, anti-racism, racial equality, xenophobia, and police brutality.

<https://news.fsu.edu/news/business-law-policy/2021/03/02/manchin-and-martinez-recall-a-friendlier-senate-urge-compromise-at-institute-of-politics-forum/>

<https://news.fsu.edu/news/university-news/2021/01/27/fsus-power-of-we-to-host-discussion-on-social-media-and-democracy/>

<https://news.fsu.edu/news/university-news/2021/01/07/a-message-from-president-john-thrasher-condemning-violence-in-nations-capital/>

<https://news.fsu.edu/news/university-news/2020/08/12/a-message-from-president-john-thrasher-an-update-on-antisemitism-and-religious-discrimination/>

<https://news.fsu.edu/announcements/covid-19/2020/07/08/a-message-from-provost-sally-mcorie-to-international-students-regarding-federal-immigration-guidelines/>

<https://news.fsu.edu/news/university-news/2020/07/06/president-thrasher-announces-special-task-force-on-anti-racism-and-racial-equality/>

<https://news.fsu.edu/news/university-news/2020/06/03/a-message-from-president-john-thrasher-letter-to-mayor-dailey-and-chief-revell/>

<https://twitter.com/FSUPresThrasher/status/1374117048272441349>

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?: No

A brief description of political donations the institution made during the previous three years (if applicable): n/a

EN-15: Trademark Licensing

Points Claimed: 2.00 / Points Available: 2.00

Criteria: Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.) an equivalent independent monitoring and verification organization that has been approved by AASHE; OR

Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

Is the institution a member of the Worker Rights Consortium (WRC)?: No

Is the institution currently a member of the Fair Labor Association (FLA)?: Yes

Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?: No

A brief description of the independent monitoring and verification organization: n/a

Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?: Yes

The labor rights code of conduct for licensees:

Florida State University's Supplier Code of Conduct states that FSU is "committed to conducting its business affairs in a legal, socially responsible, sustainable and ethical manner consistent with its dedication to excellence in teaching, research, creative endeavors, and service."

This Supplier Code of Conduct is a statement of the University's expectations and requirements for Suppliers with whom the University does business. The Code is guidance for socially responsible business practices and describes the University's expectations for Supplier policies and actions regarding respect, inclusion and non-discrimination, labor standards, human rights, sustainability, ethics, health, and safety. The Code includes the following requirements:

- All Supplier employees should be treated with respect and dignity at all times.
- The Supplier shall not discriminate unjustly in its employment practices in accordance with federal and

state law and the principles expressed in the Universal Declaration of Human Rights, Article 1.

- Because FSU is an equal opportunity employer and federal contractor or subcontractor, all suppliers must agree that, as applicable, they will abide by the requirements of 41 CFR 60-1.4(a), 41 CFR 60300.5(a) and 41 CFR 60-741.5(a).

- The Supplier shall take and document all reasonable steps to provide a healthy, safe working environment and prevent injuries, accidents, or illnesses, in accordance with OSHA standards and ILO Convention C155, Article 16.

- The Supplier shall have a Code of Ethics, or other mechanism, that addresses issues regarding the ethical conduct of employees relevant to the market.

- Suppliers must abide by applicable laws regarding the environment wherever they operate. In addition, Suppliers should commit to operating in an environmentally responsible manner, including reducing, measuring, and reporting on their environmental impact.

This Code applies with equal force to the Supplier's subcontractors. The Supplier shall be responsible for ensuring that any subcontractors with whom the Supplier does business on a University project adhere to the Code. Upon request, each Supplier shall disclose to FSU or its designee the location (including facility name, contact name, address, phone number, e-mail address, products produced, and nature of business association) of each facility used in the production of all goods and services provided to fulfill contracts with the University.

Website URL where information about the institution's trademark licensing initiatives is available:

<https://procurement.fsu.edu/sites/default/files/media/pdf/FSU%20Supplier%20Code%20of%20Conduct%20ver%205.1.2021.pdf>

OPERATIONS

AIR & CLIMATE

Points Claimed: 6.32 / **Points Available:** 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Emissions Inventory and Disclosure	2.67 / 3.00
Greenhouse Gas Emissions	3.65 / 8.00

OP-1 Emissions Inventory and Disclosure

Points Claimed: 3.00 / Points Available: 3.00

Criteria: Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions.

Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions?: Yes

A copy of the most recent GHG emissions inventory: [GHG Annual Report 2022.csv](#)

A brief description of the methodology and/or tool used to complete the GHG emissions inventory: Utilized SIMAP to complete GHG calculation.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?: Yes

A brief description of the GHG inventory verification process: Gordian contracted to verify data and results.

Gross Scope 1 GHG emissions, performance year:

	Weight in MTCO ₂ e
Stationary combustion	16,324.52 <i>Metric Tons of CO₂ Equivalent</i>
Other sources (mobile combustion, process emissions, fugitive emissions)	1,303.45 <i>Metric Tons of CO₂ Equivalent</i>

Total gross Scope 1 GHG emissions, performance year: 17,627.97 Metric Tons of CO₂ Equivalent

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO ₂ e
Imported electricity	90,605.72 <i>Metric Tons of CO₂ Equivalent</i>
Imported thermal energy	0 <i>Metric Tons of CO₂ Equivalent</i>

Total gross Scope 2 GHG emissions, performance year: 90,605.72 Metric Tons of CO₂ Equivalent

Gross GHG emissions from biogenic sources, performance year: 0 Metric Tons of CO₂ Equivalent

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO ₂ e
Business travel	Yes	9,652.83 Metric Tons of CO ₂ Equivalent
Commuting	Yes	24,545.20 Metric Tons of CO ₂ Equivalent
Purchased goods and services	Yes	17,013.67 Metric Tons of CO ₂ Equivalent
Capital goods	No	0 Metric Tons of CO ₂ Equivalent
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes	5,799.78 Metric Tons of CO ₂ Equivalent
Waste generated in operations	Yes	4,505.41 Metric Tons of CO ₂ Equivalent
Other sources	Yes	3,312.57 Metric Tons of CO ₂ Equivalent

Total Scope 3 GHG emissions, performance year: 64,829.46 Metric Tons of CO₂ Equivalent

A brief description of how the institution accounted for its Scope 3 emissions:

Emissions calculations include:

- Business travel - all travel booked through the University travel booking system (Concur)
- Commuting - biennial commuting survey; carried over survey results from 2021.
- Purchased goods - on campus paper purchases; data supplied by Procurement
- Waste - solid waste and wastewater generated from campus operations
- T&D losses associated with electricity use
- Other - study abroad air travel, based on study location

Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?: Yes

Annual weight of emissions for:

	Weight of Emissions
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Nitrogen oxides (NOx)	20.53 Tons
Sulfur oxides (SOx)	1.37 Tons
Carbon monoxide (CO)	16.43 Tons
Particulate matter (PM)	1.63 Tons
Ozone (O3)	0 Tons
Lead (Pb)	0 Tons
Hazardous air pollutants (HAPs)	0 Tons
Ozone-depleting compounds (ODCs)	0 Tons
Other standard categories of air emissions identified in permits and/or regulations	0 Tons

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	Yes
Area sources	No
Mobile sources	No
Commuting	No
Off-site electricity production	No

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:
All stationary sources on campus are regulated by an air permit required by the EPA and managed by the Florida Department of Environmental Protection. FSU also reports GHG emissions from stationary sources to the EPA directly. FSU uses the same methodology as mandated by the regulatory authorities for the university's GHG permits for the campus GHG calculations.

Website URL where information about the institution's emissions inventories is available:

<https://www.facilities.fsu.edu/depts/utilities/index.php>

OP-2 Greenhouse Gas Emissions

Points Claimed: 3.65 / Points Available: 8.00

Criteria: Institution has reduced its adjusted net *Scope 1 and Scope 2 GHG emissions per weighted campus user* compared to a baseline. Institution’s annual adjusted net *Scope 1 and Scope 2 GHG emissions* are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO_{2e}) per gross square meter (0.02 MTCO_{2e} per gross square foot) of floor area.

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	16,324.52 <i>Metric Tons of CO₂ Equivalent</i>	17,827.20 <i>Metric Tons of CO₂ Equivalent</i>
Gross Scope 1 GHG emissions from other sources	1,303.45 <i>Metric Tons of CO₂ Equivalent</i>	3,272.03 <i>Metric Tons of CO₂ Equivalent</i>
Gross Scope 2 GHG emissions from imported electricity	90,605.72 <i>Metric Tons of CO₂ Equivalent</i>	104,462.49 <i>Metric Tons of CO₂ Equivalent</i>
Gross Scope 2 GHG emissions from imported thermal energy	0 <i>Metric Tons of CO₂ Equivalent</i>	0 <i>Metric Tons of CO₂ Equivalent</i>
Total	108,233.69 <i>Metric Tons of CO₂ Equivalent</i>	125,561.72 <i>Metric Tons of CO₂ Equivalent</i>

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO₂ Equivalent</i>	0 <i>Metric Tons of CO₂ Equivalent</i>
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO₂ Equivalent</i>	0 <i>Metric Tons of CO₂ Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO₂ Equivalent</i>	0 <i>Metric Tons of CO₂ Equivalent</i>
Carbon storage from non-additional sequestration	0 <i>Metric Tons of CO₂ Equivalent</i>	---
Carbon sold or transferred	0 <i>Metric Tons of CO₂ Equivalent</i>	0 <i>Metric Tons of CO₂ Equivalent</i>
Net carbon sinks	0 <i>Metric Tons of CO₂ Equivalent</i>	0 <i>Metric Tons of CO₂ Equivalent</i>

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year

Adjusted net GHG emissions	108,233.69 <i>Metric Tons of CO2 Equivalent</i>	125,561.72 <i>Metric Tons of CO2 Equivalent</i>
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Start and end dates of the performance year and baseline year (or three-year periods):

	Performance year	Baseline year
Start date	July 1, 2021	July 1, 2017
End date	June 30, 2022	June 30, 2018

A brief description of when and why the GHG emissions baseline was adopted: updated baseline year from FY07-08 to FY17-18 to reflect better data collection and GHG calculations related to contracted vs. self-reporting.

Figures needed to determine "Weighted Campus Users":

	Performance year	Baseline year
Number of students resident on-site	6,642	6,733
Number of employees resident on-site	12	12
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	39,829	35,340
Full-time equivalent of employees	7,079	6,670
Full-time equivalent of students enrolled exclusively in distance education	1,741	2,461
Weighted Campus Users	35,538.75	31,348

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	3.05 <i>Metric Tons of CO2 Equivalent</i>	4.01 <i>Metric Tons of CO2 Equivalent</i>

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline: 23.97

Gross floor area of building space, performance year: 13,610,426 Gross Square Feet

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	791,648 Square Feet
Healthcare space	50,383 Square Feet
Other energy intensive space	1,239,975 Square Feet

EUI-adjusted floor area, performance year: 16,534,463 Gross Square Feet

*Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:
0.01 MtCO2e / GSF*

A brief description of the institution's GHG emissions reduction initiatives: FSU's GHG reduction program and energy conservation program go hand in hand. While the campus has grown, FSU has reduced energy use and GHG per square foot significantly when compared to the baseline year.

Since 2017, FSU has implemented a Laboratory Air Change Reduction program in research laboratories targeted at reducing energy waste due to HVAC service. FSU research buildings consume about 38% of energy on campus, with an estimated 70% being attributable to special exhaust and HVAC systems. Additionally, laboratory spaces are, on average, unoccupied for 75% of each day.

FSU's Utilities provider, City of Tallahassee, completed construction of a 60MW solar farm in 2020. FSU committed to purchasing a sizable portion of the commercial allocation of the solar farm, which makes FSU the largest single consumer of solar energy from City of Tallahassee, equal to 20-25% of main campus energy needs.

Our Refrigerant Management Program is aimed at reducing the emission of hydrofluorocarbons (HFCs), which can warm the atmosphere 1,000-13,000 times greater than CO2. Not only has the program significantly reinforced EPA compliance for FSU technicians, but it has additionally required and enforced compliance for third party contractors.

Website URL where information about the institution's GHG emissions is available:
<https://www.facilities.fsu.edu/depts/utilities/energy.php>

BUILDINGS

Points Claimed: 3.35 / **Points Available:** 8.00

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

Credit	Points
Building Design and Construction	1.75 / 3.00
Building Operations and Maintenance	1.60 / 5.00

Op-3 Building Design & Construction**Points Claimed: 1.75 / Points Available: 3.00**

Criteria: Institution-owned buildings that were constructed or underwent *major renovations* in the previous five years were designed and built in accordance with a published *green building code, policy/guideline, and/or rating system.*

Total floor area of newly constructed or renovated building space: 1,210,716 Square Feet

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	0 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	0 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	208,858 Square Feet
Certified at a step above minimum level under are 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	647,858 Square Feet
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square Feet
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 Square Feet
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	282,000 Square Feet
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square Feet
Total	1,138,716 Square Feet

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction: 70.76

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Housing Phase 2 Building 4 - LEED, Silver

EOAS, Union, Housing Phase 2 Building 3 - LEED certified (submission review phase)

Sustainable D&C, not certified:

- Love renovation
- Rogers renovation
- Bio 1 renovation
- Hoffman renovation
- CAPS new construction
- Sliger renovation
- COM Health Clinic new construction
- Carraway renovation
- JMI renovation

Data source(s) and notes about the submission: All building design and construction information for this category includes Major Projects only, as defined by FSU as projects that exceed \$2 Million.

OP-4 Building Operations and Maintenance

Points Claimed: 1.60 / **Points Available:** 5.00

Criteria: Institution’s buildings are operated and maintained in accordance with a sustainable management policy/program and/or a *green building rating system* focused on the operations and maintenance of existing buildings, e.g., LEED®: Building Operations + Maintenance (O+M).

Total floor area of existing building space: 13,610,426 Square Feet

Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

	Existing floor area
Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)	0 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)	0 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)	0 Square Feet
Certified at a step above minimum level under a 4 -or 5–tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)	0 Square Feet
Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)	0 Square Feet
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	0 Square Feet

Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	10,897,897 Square Feet
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 Square Feet
Total	10,897,897 Square Feet

Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings: 0

A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used: Spread across the numerous departments that make up our Facilities organization, our spaces are operated and maintained under several policies, procedures, and best practices in accordance (but not certified) with LEED O+M:

- heat island reduction
- light pollution reduction
- site management, including non-natives management and reduced fertilizer use (Grounds)
- IPM program (Grounds)
- energy performance & efficiency, including set points, occupancy scheduling (Utilities)
- preventative maintenance program (multiple departments) - continual monitoring of equipment / minimization of equipment failure
- refrigerant management program (multiple departments)
- waste performance (multiple departments)
- IAQ program (multiple departments)
- tobacco / smoke control program
- green cleaning (Building Services)
- energy & water consumption and tracking (Utilities)

Additionally, our Building Automation System enables the University to provide comfortable safe workplace conditions and provides the backbone for efficient, normal, and emergency operations while saving energy. The ability to provide valuable information for operating and troubleshooting equipment as well as support data for planning and smart campus operations is an asset in support of our goals for enhanced experience for students, faculty and research.

ENERGY

Points Claimed: 3.26 / **Points Available:** 10.00

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

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

Credit	Points
Building Energy Efficiency	2.95 / 6.00
Clean and Renewable Energy	0.31 / 4.00

OP-5 Building Energy Efficiency**Points Claimed: 2.95 / Point Possible: 6.00**

Criteria: Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square meter per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day). Institution has reduced its total source energy consumption per gross square meter or foot of floor area compared to a baseline.

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	245,960,775 Kilowatt-hours	839,218.16 MMBtu
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	19,928 Kilowatt-hours	67.99 MMBtu

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	481,872 MMBtu
Imported steam, hot water, and/or chilled water	0 MMBtu

Total site energy consumption, performance year: 1,321,158.16 MMBtu

Gross floor area of building space, performance year: 13,610,426 Gross Square Feet

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	791,648 Square Feet
Healthcare space	50,383 Square Feet
Other energy intensive space	1,239,975 Square Feet

EUI-adjusted floor area, performance year: 16,534,463 Gross Square Feet

Degree days, performance year:

	Degree days
Heating degree days	1,000 Degree-Days (°F)

Cooling degree days	3,059 Degree-Days (°F)
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Total degree days, performance year: 4,059 Degree-Days (°F)

Start and end dates of the performance year (or 3-year period):

	Start date	End date
Performance period	July 1, 2021	June 30, 2022

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year: 19.69 Btu / GSF / Degree-Day (°F)

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	224,584,463 Kilowatt-hours	766,282.19 MMBtu
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 Kilowatt-hours	0 MMBtu

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	344,324 MMBtu
Imported steam, hot water, and/or chilled water	0 MMBtu

Total site energy consumption, baseline year: 1,110,606.19 MMBtu

Gross floor area of building space, baseline year: 10,750,993 Gross Square Feet

Start and end dates of the baseline year (or 3-year period):

	Start date	End date
Baseline period	July 1, 2007	June 30, 2008

A brief description of when and why the energy consumption baseline was adopted: The FY 2007-08 baseline year reflects the first year of reliable consumption data.

Source-site ratio for imported electricity: 3

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0.10 MMBtu / GSF	0.22 MMBtu / GSF
Baseline year	0.10 MMBtu / GSF	0.25 MMBtu / GSF

Percentage reduction in total source energy consumption per unit of floor area from baseline: 10.36

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency: As of 2017, FSU has hired a dedicated staff member to implement a 'Green Labs' Laboratory Air Change Reduction program in research laboratories targeted at reducing energy waste due to HVAC service. FSU's research buildings consume about 38% of energy on campus, with an estimated 70% being attributable to special exhaust and HVAC systems. Additionally, laboratory spaces are, on average, unoccupied for 75% of each day. FSU's Laboratory Air Change Reduction Program aims to reduce this wasted HVAC energy and has been implemented in 2 out of about 35 research buildings. The program will continue to expand, with an estimated completion date in 2020.

Through the Green Office program, staff at FSU learn about energy usage in their offices and strategies to mitigate usage such as: turning off lights, shutting down computers, printing less, getting rid of personal printers, etc. The Green Office program is voluntary, and several individuals from each office take the leadership role with support from the Sustainable Campus Green Office Coordinator, educating colleagues about new office strategies to reduce energy waste.

In 2019 the University's Facilities, with its expertise and knowledge embarked on a monumental energy optimization program to target 800+ campus HVAC units to improve efficiency and reduce energy and demand. This project has to date reduced energy by 4,000,000 KWH.

We at FSU using in house expertise are continually controlling and optimizing the operation of our four large district plants totaling 25,900 tons. This process has yielded efficiency improvement as well as energy reduction to the tune of 6,000,000 KWH.

Gradual optimization for several non-district campus chillers is occurring using in house expertise is generating significant cumulative M&V savings.

FSU has also upgraded several E&G buildings and Parking Garages with approximately 57,200+ LED fixtures to replace older fluorescent lamps. This has generated documented energy savings.

The district steam usage at FSU's main campus has been optimized in 40+ buildings with a remarkable reduction in steam production at the Central Heating Plant. This project was implemented in 2020.

The waste blowdown heat available from the Central Boiler Plant was captured through a heat exchanger which so far has resulted in a metered savings of 248 MMBTU.

A brief description of energy use standards and controls employed by the institution: Vacancy sensors are used extensively throughout the campus, both in lighting and HVAC systems in many buildings. FSU utilizes a scheduling process that incorporates student class schedules and events into a database. Buildings systems are then 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. After hours, where possible, HVAC systems are shut down or perform at a greatly reduced capacity. In addition, most room temperatures are controlled within a standard range based on the type of systems and specific environmental requirements.

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution: FSU’s exterior lighting standard for all new construction is LED. Most offices and classroom spaces have been converted to LED lighting.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution: The swimming pool at the Leach Recreation Center uses 166 solar thermal panels for pool heating. The system can provide all pool heat during warmer months and a fraction of the heat during cooler months.

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives: The University upgrades energy consuming appliances and systems with high efficiency alternatives when the savings demonstrate a payback of 7 years or less. The University has reduced its energy consumption through a variety of retro-commissioning projects, event scheduling, equipment upgrades, and automated control system improvements. FSU continually recommissions buildings to extract additional energy savings while maintaining the appropriate environmental conditions for the spaces.

OP-6 Clean and Renewable Energy

Points Claimed: 0.31 / **Points Possible:** 4.00

Criteria: Institution supports the development and use of clean and renewable energy sources. Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution (i.e., the utility’s standard or default product) count for this credit.

Total energy consumption, performance year: 1,321,158.16 MMBtu

Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	30,000,006 Kilowatt-hours	102,360.02 MMBtu
Electricity from on-site, clean, and renewable sources (rights retained/retired)	0 Kilowatt-hours	0 MMBtu

A brief description of the certified/verified sources of clean and renewable electricity: FSU’s Utilities

provider, City of Tallahassee, completed a 60MW solar farm in 2020. FSU committed to purchasing a sizable portion of the commercial allocation of the solar farm, which makes FSU the largest single consumer of solar energy from City of Tallahassee. The City of Tallahassee, on behalf of FSU, is retaining and retiring the RECs associated with the monthly energy purchases made by FSU.

A brief description of the on-site renewable electricity generating facilities/devices: The Sustainability Hub utilizes 12 solar panels which provides the electricity required for educational classes, workshops, and events in an outdoor classroom within the Seminole Organic Garden.

Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	0 MMBtu
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0 MMBtu

A brief description of the clean and renewable stationary fuels: The university installed a large solar thermal system for the swimming pool at the student recreation center that can eliminate steam usage during warm months for the pool, while providing as much as 25% of the heat needed in cooler months.

Unbundled renewable energy products (report kWh):

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	0 Kilowatt-hours	0 MMBtu

Total clean and renewable energy generated or purchased: 102,360.02 MMBtu

Percentage of total energy consumption from clean and renewable sources: 7.75

Website URL where information about the institution's support for clean and renewable energy is available: <https://news.fsu.edu/news/university-news/2022/01/06/fsu-and-city-of-tallahassee-agree-to-15-year-solar-energy-pact/>

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	0
Coal	0
Geothermal	0

Hydro	0
Natural gas	95
Nuclear	0
Solar photovoltaic	5
Wind	0
Other (please specify and explain below)	---

Energy used for heating buildings, by source:

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	1
Fuel oil	0
Geothermal	0
Natural gas	99
Other (please specify and explain below)	0

FOOD & DINING

Points Claimed: 3.55 / **Points Available:** 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from and how it was produced. Institutions can use their food purchases to encourage safe, environmentally friendly, and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Status	Points
Food and Beverage Purchasing	Complete	1.67 / 6.00
Sustainable Dining	Complete	1.88 / 2.00

OP-7 Food and Beverage Purchasing

Points Claimed: 1.67 / Points Possible: 6.00

Criteria: Institution’s dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced: 17.29

Percentage of total annual food and beverage expenditures on plant-based foods: 21.14

An inventory of food and beverage purchases that qualify as sustainably/ethically produced:

[Food and Beverage Purchasing InventoryFY22.xlsx](#)

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable): Through Aramark’s Open Fields tracking system with MaetaData, invoices can be scanned from all dining locations to search for products purchased that fall under AASHE STARS 2.2 list of third-party verified products. A report is generated summarizing the percent and total spend of sustainable products that are either sustainably/ethically produced or plant- based. The list is verified by the Sustainability Manager.

Which of the following food service providers are present on campus and included in the inventory/assessment?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	No	No
Franchises (e.g., regional or global brands)	Yes	Yes
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	No

Total annual dining services budget for food and beverage products: \$1 million - \$4.9 million

A brief description of the institution’s sustainable food and beverage purchasing program: Seminole Dining and Aramark purchases from suppliers that have been identified as meeting our high standards of sustainable and ethical standards. We purchase locally, when possible, as well as focus purchasing power towards plant-based products for retail locations, all-you-care-to-eat locations, and convenience

stores.

All seafood purchased meets the Monterey Bay Aquarium guidelines for sustainable seafood. All eggs purchased are cage free. Several dining locations across campus feature locally produced coffee.

Website URL where information about the food and beverage purchasing program is available:

<https://seminoledining.campusdish.com/Sustainability>

OP-8 Sustainable Dining

Points Claimed: 1.88 / **Points Possible:** 2.00

Criteria: Institution's dining services support sustainable food systems in one or more ways.

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?: Yes

A brief description of the farmers market, CSA, or urban agriculture project: Seminole Dining hosts a monthly fresh market for the FSU community to highlight local producers, community partners, and Fresh From Florida items.

Suspended due to COVID; return to programming currently being planned.

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?: No

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?: Yes

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs: Seminole Dining aims to purchase locally harvested and produced items from small and medium-sized enterprises when seasonally available.

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs: 2

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?: Yes

A brief description of the low impact dining events and/or plant-forward options: Seminole dining hosts Mindful Mondays in our dining halls to encourage the FSU community to choose a climate friendly meal on Mondays. Seminole Dining hosted a Vegan Thanksgiving in the fall 2021 semester to provide students a climate friendly option. That same semester, we hosted several plant-based menu events to promote different climate friendly options available to students. Each event included a survey so we can improve

and increase these events in the coming semesters. Seminole dining also provided plant-based snacks to Sustainable Campus events in the Organic Garden.

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?: Yes

A brief description of the vegan dining program: Seminole Dining provides a vegan station at both all-you-care-to-eat dining halls. We also provide educational materials to students about how and where to eat vegan at our retail locations. Plant Forward program: <https://seminoledining.campusdish.com/Sustainability/PlantForward>

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?: Yes

A brief description of the sustainability labelling and signage in dining halls: Yes. Seminole Dining created an educational campaign titled “Nole Your farmer” for supporting our local producers and farmers. A visual representation hangs in both all-you-care-to-eat dining halls for the community to learn more in depth about each local producer. Seminole Dining participates in the Cool Foods program that labels menu items with low environmental impact. We also have a large pull up banner in each dining hall that explains our Green Thread sustainability commitments.

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?: Yes

A brief description of the food recovery competition or commitment program or food waste prevention system: Aramark’s food management process is our preventative measure in our dining halls to ensure that we create as little food waste as possible during each meal period. All menu items are tracked from beginning to end of meal period to understand how much was prepared, how much was served, and how much was leftover. This helps us better estimate how much to prepare in the future to eliminate waste possibility.

Seminole Dining partners with FSU’s Food Recovery Network to redistribute excess food from our retail locations to students in need across campus and the community.

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?: Yes

A brief description of the trayless dining or modified menu/portion program: Trayless dining encourages

customers to take only what they can eat and reduces food waste by an estimated 1.5 ounces (about 44.36 ml) per person each meal. Trayless dining helps prevent nearly 75 pounds of food waste per person each academic year. Aramark has been trayless in dining services since 2008.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?: Yes

A brief description of the food donation program: Seminole Dining partners with FSU's Food Recovery Network to redistribute excess food from our retail locations to students in need across campus and the community. We also host food donation drives several times in a school year for our campus food pantry.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?: Yes

A brief description of the food materials diversion program: Seminole Dining participates in fryer oil recycling through Restaurant Technologies Inc.

Does the institution or its primary dining services contractor have a pre-consumer composting program?:
No

Does the institution or its primary dining services contractor have a post-consumer composting program?: No

Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?: Yes

A brief description of the reusable service ware program: Seminole Dining provides reusable service ware in both dining halls for dine-in guests, and reusable to-go containers for students taking their food with them.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program)?: Yes

A brief description of the compostable containers and service ware: Aramark provides containers for to-go meals that are either compostable, recyclable, and made from recycled materials, or reusable to-go containers. Compostable service ware is available in select locations.

Does the institution or its primary dining services contractor offer discounts or other incentives to

customers who use reusable containers instead of disposable or compostable containers in “to-go” food service operations?: Yes

A brief description of the reusable container discount or incentives program: Reusable mug discount program

A brief description of other sustainability-related initiatives not covered above: Energy and water-saving protocols are implemented before locations close for holidays or summer months to prevent any unnecessary energy and water use. Equipment is deep cleaned regularly to maximize efficiency. Designated employees are appointed to oversee energy and water use in their locations and report problems at monthly meetings.

Website URL where information about the sustainable dining programs is available:

<https://seminoledining.campusdish.com/Sustainability>

GROUNDS

Points Claimed: 3.11 / **Points Available:** 4.00

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

Credit	Points
Landscape Management	1.11 / 2.00
Biodiversity	2.00 / 2.00

OP-9: Landscape Management

Points Claimed: 1.11 / Points Available: 2.00

Criteria: Institution’s grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides, and herbicides (i.e., only *ecologically preferable materials* may be used);
OR
- In accordance with an *Integrated Pest Management (IPM)* program.

Total campus area: 1,529.37 Acres

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides, and herbicides	600 Acres
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	0 Acres
Area managed using conventional, chemical-based landscape management practices	485 Acres
Total area of managed grounds	1,085 Acres

A brief description of any land excluded from the area of managed grounds: The FSU building footprint for Main Campus, SW Campus/Innovation Hub, and the Reservation is 310.83 AC. The parking lot acreage for the same locations is a total of 133.21 AC. This combined total of 444.04 AC for buildings and impervious surfaces was subtracted from the total campus area of 1,529.37 AC. The result is the total land area of managed grounds, 1,085.33 AC.

Percentage of grounds managed organically: 55.30

A brief description of the organic landscape management program:

FSU Grounds utilizes organic practices and has eliminated the use of inorganic fertilizers and methods in favor of ecologically preferable materials. Currently, the only measures used in pest prevention are to control cycad scale on sago palms by using coffee grounds and horticultural oils to smother scale insects. At the FSU nursery, whiteflies are controlled with insecticidal soap and horticultural oils. In the FSU greenhouses, aphids and mites are controlled with horticultural oils and bio-rational products. Good sanitation, physical removal of infected plants, bio-rational techniques, and little to no chemical spraying on campus are all utilized. Only in rare instances, after organic methods have not been successful, inorganic pesticides may be utilized for specific plants that are endangered by severe infestations, such as the selective use of the systemic insecticide Zylam.

Percentage of grounds managed in accordance with an IPM program: 0

A brief description of the institution's approach to plant stewardship:

Native plant species and drought tolerant plants are considered first in the landscape design planning process. The Grounds department works with landscape architects to protect and incorporate already existing plants as well as utilize as many native plant species as possible and where appropriate (considering their aesthetic qualities, suitability to light exposure, soil conditions, ultimate height, educational merit, etc.). During construction, FSU Grounds will salvage and move trees to other spots on campus for replanting. Additionally, FSU maintains certain outlying properties in their natural state, to be used for educational purposes.

A brief description of the institution's approach to hydrology and water use:

Due to the age of the FSU campus and the infrastructure currently in place, all irrigation systems utilize potable water with one exception- a small cistern that operates a three-zone courtyard irrigation system. However, to reduce the amount of potable water used, Grounds is systematically converting irrigation control systems to utilize smart controllers better at managing water usage than previous campus irrigation systems.

A brief description of the institution's approach to landscape materials management and waste minimization:

Grounds collects yard debris, limbs, and cut trees from campus to the FSU nursery to be ground into mulch, which is used again on campus. Cut grass clippings are reused on site during mowing.

A brief description of the institution's approach to energy-efficient landscape design:

As with any good landscape design, FSU Grounds always considers the existing conditions created by the built environment and attempt to improve the space. This is accomplished through the use of appropriate tree placement to increase available shade during the hottest months of the year, shrub placements to soften the built environment, and arrangement for visual interest. Together, these elements create a microclimate which, improves upon heat island affects. Ultimately, each location lends itself to specific treatments and plant selection due to specific environmental conditions such as: exposure, amount of shade, availability of or opportunity to provide irrigation, existing plant material, and utility locations above and below grade.

A brief description of other sustainable landscape management practices employed by the institution:

FSU properties at Alligator Point and the surrounding forest at the FSU Coastal & Marine Laboratory are kept in their natural state.

Website URL where information about the institution's sustainable landscape management program is available: <https://www.facilities.fsu.edu/depts/grounds/grounds.php>

Data source(s) and notes about the submission:

The Grounds department utilizes numerous environmentally preferable materials, including beneficial microbes as a natural soil amendment to help in the decomposition process. Removal of weed barrier fabric allows for natural decomposition and contributes to the organic components of the surrounding soil. Where feasible, natural leaf litter is left on site to decompose. The grounds of FSU are spot fertilized rarely (a few times a year), with a 15-0-15 fertilizer to reduce phosphorus runoff.

OP-10: Biodiversity

Points Claimed: 2.00 / Points Available: 2.00

Institution has conducted an assessment to identify:

- *Endangered and vulnerable species* (including migratory species) with habitats on land owned or managed by the institution;
- AND/OR
- *Areas of biodiversity importance* on land owned or managed by the institution.

The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified.

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, or regions of conservation importance?:
Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

FSU maintains property at Alligator Point and the FSU Coastal & Marine Laboratory that are within the Apalachicola National Forest. Apalachicola National Forest is Florida's largest National Forest, spanning 571,088 acres (about the area of Yosemite National Park). It is a place of botanical splendor, with virgin stands of pines and cypress, vast pitcher plant savannas, and extensive forests of longleaf pine crucial for survival of the red-cockaded woodpecker. The Apalachicola National Forest includes six watersheds and more than 2,500 acres of water, encompassing the Apalachicola River, New River, Ochlocknee, Sopchoppy, Lost Creek, and Wakulla River basins. A steady flow of fresh water from upland areas feeds the productive coastal nurseries of Apalachicola Bay and Ochlocknee Bay, both known for their shellfish and commercial seafood operations.

Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?: Yes

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

Can be found in the adopted Campus Master Plan and the current State Lands Management Plans.

<https://www.facilities.fsu.edu/depts/planningMan/masterPlan2-2020.php>

<https://www.fnai.org/>

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?: Yes

A brief description of areas of biodiversity importance on land owned or managed by the institution:

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). For properties not covered by our Master Plan, the University has prepared a State Lands Management Plan which includes the identification and assessment of endangered/vulnerable species and environmentally sensitive areas. The Florida Natural Areas Inventory (FNAI), housed within the Florida Resources and Environmental Analysis Center at FSU, disseminates guides to identify and track Florida's rarest species. FNAI maintains a database of all conservation lands and vulnerable species to which FSU contributes and utilizes as a best practices resource. <http://fnai.org/index.cfm>

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:

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).

For properties not covered by our Master Plan, the University has prepared a State Lands Management Plan which includes the identification and assessment of endangered/vulnerable species and environmentally sensitive areas.

The Florida Natural Areas Inventory (FNAI), housed within the Florida Resources and Environmental Analysis Center at FSU, disseminates guides to identify and track Florida's rarest species. FNAI maintains a database of all conservation lands and vulnerable species to which FSU contributes and utilizes as a best practices resource.

<http://fnai.org/index.cfm>

A brief description of the scope of the assessment(s):

Unless otherwise noted, objectives and policies contained in the Conservation element of the Campus Master Plan shall guide the development of the Main Campus and Southwest Campus in Tallahassee, as well as the Panama City Campus in Panama City, FL.

A brief description of the plans or programs in place to protect or positively affect identified species, habitats, and/or ecosystems:

Can be found in the adopted Campus Master Plan and the current State Lands Management Plans.

Website URL where information about the institution's biodiversity initiatives is available:

<https://www.facilities.fsu.edu/depts/planningMan/masterPlan2.php>

PURCHASING

Points Claimed: 3.48 / **Points Available:** 6.00

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

Credit	Points
Sustainable Procurement	2.50 / 3.00
Electronics Purchasing	0.18 / 1.00
Cleaning and Janitorial Purchasing	0.75 / 1.00
Office Paper Purchasing	0.05 / 1.00

OP-11: Sustainable Procurement**Points Claimed: 2.50 / Points Available: 3.00**

Criteria: Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide; Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and

water-using products, systems and building components (e.g., HVAC systems); Institution has published sustainability criteria to be applied when evaluating products and services. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g., by requiring or giving preference to multi-criteria sustainability standards, certifications, and labels appropriate to the category.

Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?: Yes

The policies, guidelines, or directives:

Through the Florida Statutes, FSU has incorporated Life Cycle Analysis into existing state-owned facilities and construction of state-financed and leased facilities.

FSU purchase order terms and conditions, that all vendors receive, includes the following:

Governing Law: This purchase order shall be governed by and under the jurisdiction of the Laws and Rules of Florida and any provision in conflict herewith, shall be void and of no effect.

Safety Standards: Unless otherwise stipulated, all manufactured items and fabricated assemblies shall comply with applicable requirements of Occupational Safety and Health Act (OSHA) and any standards there under.

Underwriters' Laboratories: Unless otherwise stipulated, all manufactured items and fabricated assemblies shall carry U.L. approved and reexamination listing where such has been established.

Material Safety Data Sheets: In compliance with Code of Federal Regulations, 29CFR1910.1200, if this purchase order involves the shipping of any item designated as a toxic substance, such shipment must be accompanied by a Material Safety Data Sheet (MSDS).

When federal funding is being used to procure goods/services, there are Federal Acquisition Regulations (FAR) that apply to purchases such as but not inclusive of: Contract Hours and Safety/Standard Act – Over time Comp. (52.222-4) Clean Air and Water (52.223-1,2) and Hazardous Materials (52.223-3).

Also, this same information above is covered in our formal solicitation documents in the terms and conditions. The solicitation document also includes the following language, which is also posted on the Procurement Services website as well:

Tobacco Free: For the Health and Wellness of our campus community, the FSU campus is Tobacco-Free. Students, faculty, staff, and visitors – including vendors and contractors – will be asked to comply with this policy.

Supplier Diversity: The University is an equal opportunity institution and, as such, encourages the use of small businesses, including minority, women, and veteran-owned small businesses in the provision of goods and services. Small businesses should have a fair and equal opportunity to compete for dollars spent by the University. Competition ensures that prices are competitive, and a broad vendor base is available. Vendor shall use good faith efforts to ensure opportunities are available to small businesses, including minority, women, and veteran-owned businesses.

For purchases to independent contractors, the contractors are told in the agreements that they must

pay all applicable employment, income, and local head taxes incurred and is required to keep in force worker's compensation and unemployment compensation insurance in the amounts required by law and they are responsible for its acts and those of its employees and agents. Suppliers/Vendors have to comply with all applicable federal, and state laws, rules and regulations in effect or hereafter established, including without limitation, laws applicable to discrimination and unfair employment practices.

<https://procurement.fsu.edu/sites/default/files/media/pdf/StandardTermsandConditions.pdf>

<https://procurement.fsu.edu/supplierdiversity>

https://www.dms.myflorida.com/content/download/65695/281554/FLCCA_Requirements&Instructions.pdf

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0200-0299/0255/Sections/0255.255.html

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?: Yes

Which of the following best describes the institution's use of LCCA?:

Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components

A brief description of the LCCA policy and/or practices:

Per Florida Statutes, FSU is to adopt rules and procedures that include energy conservation performance guidelines based on sustainable building ratings, for conducting a life-cycle analysis of alternative architectural and engineering designs and alternative major items of energy-consuming equipment to be retrofitted in existing state-owned facilities and for developing energy performance indices to evaluate the efficiency of energy utilization for competing designs in the construction of state-financed and leased facilities.

https://www.dms.myflorida.com/content/download/65695/281554/FLCCA_Requirements&Instructions.pdf

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0200-0299/0255/Sections/0255.255.html

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?: No

A brief description of the published sustainability criteria for chemically intensive products and services:

The FSU Grounds department minimizes the use of non-organic methods to maintain campus landscaping. Building and facilities maintenance purchase organic cleaners from the affiliated Grainger store for all of campus. For further information, see OP9.

Does the institution have published sustainability criteria to be applied when evaluating consumable office products?: No

A brief description of the published sustainability criteria for consumable office products:

Departments and offices are encouraged to purchase paper made from recycled content whenever possible.

Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?: Yes

A brief description of the published sustainability criteria for furniture and furnishings:

All Major Projects must address sustainability issues including reuse, recycling, and proper disposal of materials. All new construction is to achieve a minimum LEED certification of silver.

https://www.facilities.fsu.edu/depts/designConstr/New_Design_Guidelines/In_Progress/General%20Planning%20and%20Design%20Guidelines/Sustainability%20and%20Energy%20Efficiency%20in%20Building%20Construction%20Including%20LEED.pdf

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?: No

A brief description of the published sustainability criteria for Information Technology (IT) and equipment:

Where possible, FSU purchases Energy Star rated devices.

Does the institution have published sustainability criteria to be applied when evaluating food service providers?: Yes

A brief description of the published sustainability criteria for food service providers:

Aramark at FSU is committed to sustainable food and beverage purchasing including local vendors, vegetarian and vegan food options, and reuse programs.

Sustainability was a major factor in the dining services selection process and sustainability language was included and published in the Intent To Negotiate bid.

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?: No

Does the institution have published sustainability criteria to be applied when evaluating professional service providers?: Yes

A brief description of the published sustainability criteria for professional service providers:

Florida State University is committed to the establishment, preservation, and strengthening of Small, Minority, Veteran and Women Owned Business Enterprises (SMV/WBE). The university's procurement staff strives to employ well developed business processes that provide training, information, and an established framework for conducting procurement to those who engage in delegated small purchasing. FSU seeks to work with and communicate with the delegated procurement community on a continuing basis to emphasize the importance of diversity in procurement.

<https://procurement.fsu.edu/supplierdiversity>

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?: Yes

Website URL where information about the institution's sustainable procurement program or initiatives is available: <https://procurement.fsu.edu/supplierdiversity>

Data source(s) and notes about the submission:

FSU utilizes internal best practices for the above categories in lieu of formal written policies.

<https://procurement.fsu.edu/>

<https://procurement.fsu.edu/supplierdiversity>

https://www.dms.myflorida.com/content/download/65695/281554/FLCCA_Requirements&Instructions.pdf

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0200-0299/0255/Sections/0255.255.html

https://www.dms.myflorida.com/content/download/65695/281554/FLCCA_Requirements&Instructions.pdf

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0200-0299/0255/Sections/0255.255.html

OP-12: Electronics Purchasing

Points Claimed: 0.18 / **Points Available:** 1.00

Criteria: Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or *ISO Type 1 ecolabel* developed/administered by a Global Ecolabelling Network or ISEAL Alliance member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), *AND/OR*
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Total annual expenditures on electronics: 28,333,371 US/Canadian \$

Expenditures on environmentally or socially preferable electronics:

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	4,372,687 US/Canadian \$
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	746,837 US/Canadian \$
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	133,216 US/Canadian \$
Labeled under a single-attribute standard	0 US/Canadian \$

Do the figures reported above include leased equipment?: No

A brief description of the time period from which the figures reported above are drawn:
Data represented above was collected by Procurement Services for FY21-22.

OP-13: Cleaning and Janitorial Purchasing

Points Claimed: 0.75 / Points Available: 1.00

Criteria: Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and *ISO Type 1 ecolabels* developed/administered by
- Global Ecolabelling Network and/or ISEAL Alliance member organizations

Total annual expenditures on cleaning products: 524,938.28 US/Canadian \$

Annual expenditures on certified green cleaning products: 353,959.39 US/Canadian \$

Total annual expenditures on janitorial paper products: 426,100.92 US/Canadian \$

Annual expenditures on certified green janitorial paper products: 355,638.97 US/Canadian \$

A brief description of the time period on which the figures reported above are based: FSU Fiscal Year 21-22 (7/1/2021 - 6/30/2022)

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards: 74.61

OP-14: Office Paper Purchasing

Points Claimed: 0.05 / **Points Available:** 1.00

Criteria: Institution purchases *office paper* with post-consumer recycled, *agricultural residue*, and/or *Forest Stewardship Council (FSC)* certified content.

Total annual expenditures on office paper: 136,661.10 *US/Canadian \$*

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content:

	Expenditure Per Level
10-29 percent	446.15 <i>US/Canadian \$</i>
30-49 percent	16,148.86 <i>US/Canadian \$</i>
50-69 percent	226.56 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	24.68 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled/100% label)	356.23 <i>US/Canadian \$</i>

A brief description of the time period from which the figures reported above are drawn: FY21-22

Data source(s) and notes about the submission:

- Data Source: Jaggaer Spend Analytics
- Paper % Source: Feedback from supplier Office Depot

TRANSPORTATION

Points Claimed: 3.08 / **Points Available:** 7.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit	Points
Campus Fleet	0.05 / 1.00
Commute Modal Split	2.23 / 5.00
Support for Sustainable Transportation	0.80 / 1.00

OP-15: Campus Fleet

Points Claimed: 0.05 / Points Available: 1.00

Criteria: Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are:

- Gasoline-electric hybrid,
- Diesel-electric hybrid,
- Plug-in hybrid,
- 100 percent electric (including electric assist utility bicycles and tricycles),
- Fueled with Compressed Natural Gas (CNG),
- Hydrogen fueled,
- Fueled with B20 or higher biofuel for more than 4 months of the year, OR
- Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

Total number of vehicles in the institution's fleet: 1,128

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	725
Diesel-only	53
Gasoline-electric hybrid	4
Diesel-electric hybrid	0
Plug-in hybrid	2
100 percent electric	39
Fueled with Compressed Natural Gas (CNG)	2
Hydrogen fueled	0
Fueled with B20 or higher biofuel	11
Fueled with locally produced, low-level biofuel	0

Do the figures reported above include leased vehicles?: No

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet: Procurement practices evolving to purchase EV or alt-fuel vehicles when available.

OP-16: Commute Modal Split

Points Claimed: 2.23 / Points Available: 5.00

Criteria: Institution's students commute to and from campus using *more sustainable commuting options* such as walking, cycling, vanpooling, or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a *zero-emissions vehicle*, availing of *distance education*, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Institution's *employees* commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling, or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their worksites.

Total full-time equivalent student enrollment: 39,829

Full-time equivalent of employees: 7,079

Has the institution gathered data about student commuting behavior?: Yes

Total percentage of students that use more sustainable commuting options as their primary mode of transportation: 51

A brief description of the method(s) used to gather data about student commuting:

Fall 2020: released an online survey through Gordian to a representative sample of FSU faculty, staff, and students assessing how campus users travel to/from campus.

Has the institution gathered data about employee commuting behavior?: Yes

Total percentage of employees that use more sustainable commuting options as their primary mode of transportation: 8

A brief description of the method(s) used to gather data about employee commuting:

Fall 2020: released an online survey through Gordian to a representative sample of FSU faculty, staff, and students assessing how campus users travel to/from campus.

Percentage of students and employees that use the following as their primary mode of transportation:

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	49	---

Zero-emissions vehicle	---	---
Walk, cycle, or other non-motorized mode	37	---
Vanpool or carpool	3	---
Public transport or campus shuttle	6	---
Motorcycle, motorized scooter/bike, or moped	---	---
Distance education / telecommute	---	---

Data source(s) and notes about the submission:

Fall 2021 Gordian/SIMAP data collection.

Key takeaways from survey:

- There appears to be a disconnect between how individuals see the importance of the University’s carbon footprint (high) and the impact of their personal commuting habits (low)
- Many of the suggested improvements are initiatives already in place or forthcoming, signaling a lack of awareness

Representative sample is less than 33% of any campus population (student, faculty/staff). Randomized sample is generated by Institutional Research Board.

OP-17: Support for Sustainable Transportation
Points Claimed: 0.80 / Points Available: 1.00

Criteria: Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.
- Offers preferential parking or other incentives for fuel efficient vehicles.
- Has one or more Level 2 or Level 3 *electric vehicle charging stations* that are accessible to student and employee commuters.
- Has incentives or programs to encourage employees to live close to campus.
- Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.

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

A brief description of the bicycle sharing program:

While FSU does not yet have a designated bicycle-sharing program, the university does allow bicycles from the City of Tallahassee's bicycle-sharing program, Pace, to operate on campus. FSU students, faculty, and staff are able to obtain, ride, and park Pace bicycles on campus. Sustainable Campus manages the reCycle bike program, which is a low-cost bike rental program for FSU students. Bike rentals include a helmet, lock, lights, and minor repair services. Currently, there are 75+ bikes available for student rental.

Does the institution participate in a car sharing program?: No

A brief description of the car sharing program:

The rise of on-demand ride-hailing programs has eliminated the need for a fixed car sharing program.

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?: Yes

A brief description of the incentives for fuel efficient vehicles:

FSU provides (12) reserved parking spaces for vehicles using alternative fuels (e.g., CNG, electric, hybrid, hydrogen, etc.).

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

FSU has a Level 2 electric vehicle charging station in the Pensacola Street Garage, which serves 2 parking spaces.

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

Does the institution have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?: Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

FSU provides fare-free bus service throughout Tallahassee on the City StarMetro routes to students, faculty, and staff.

Website URL where information about the institution's support for sustainable transportation is available: <https://transportation.fsu.edu/>

WASTE

Points Claimed: 5.12 **/Points Available:** 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization and Diversion	3.55 / 8.00
Construction and Demolition Waste Diversion	0.57 / 1.00
Hazardous Waste Management	1.00 / 1.00

OP-18: Waste Minimization and Diversion**Points Claimed: 3.55 / Points Available: 8.00**

Criteria: Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline; Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons per weighted campus user; Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	559.74 Tons	1,419.05 Tons
Materials composted	300 Tons	549.79 Tons
Materials donated or re-sold	1,178 Tons	12 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	3,612 Tons	2,715.29 Tons
Total waste generated	5,649.74 Tons	4,696.13 Tons

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Period	July 1, 2021	June 30, 2022
Baseline Period	July 1, 2010	June 30, 2011

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	6,642	6,296
Number of employees resident on-site	12	22
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	39,829	27,981
Full-time equivalent of employees	7,079	6,338
Full-time equivalent of students enrolled exclusively in distance education	1,741	1,572.20

Weighted campus users	35,538.75	26,139.60
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Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.16 Tons	0.18 Tons

Percentage reduction in total waste generated per weighted campus user from baseline: 11.51

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating, or re-selling, performance year: 36.07

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion): 36.07

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence halls move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Tires	Yes
Other (please specify below)	Yes

Does the institution use single stream recycling to collect standard recyclables in common areas?: No

Does the institution use dual stream recycling to collect standard recyclables in common areas?: Yes

Does the institution use multi-stream recycling to collect standard recyclables in common areas?: No

A brief description of the institution's waste-related behavior change initiatives:

Community Waste Station Program

<https://www.facilities.fsu.edu/depts/wastemanagement/communitywastestation.php>

Chuck it for Charity:

<https://sustainablecampus.fsu.edu/get-involved/programs-%26-events/chuck-it-charity>

Garnet & Gold Goes Green:

<https://sustainablecampus.fsu.edu/students/get-involved/garnet-gold-goes-green-g4>

Seminole Dining initiatives

<https://seminoledining.campusdish.com/Sustainability>

A brief description of the institution's procurement policies designed to prevent waste:

Departments are encouraged to purchase in bulk when possible and to save packaging materials for reuse.

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

Florida State University Surplus Property has offered several crucial services to the University and the public as a waste management strategy. These strategies include interdepartmental transfers, 501(c)(3) donations and public auction sales, while highlighting the effort to reuse university property. Through the combined efforts of Surplus Property and Waste Management, FSU can continue to increase surplus programming and simplify dispositions for campus departments.

FSU is refocusing efforts on providing enhanced customer service to the university and the public, all with the intent to increase the overall efficiency, effectiveness, and sustainability of these processes. By providing one consistent, simple disposition mechanism, this merger will reduce the number of steps by which departments dispose of property and bring FSU closer to achieving goals defined in the Strategic Plan.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

Surplus Property is a division of the FSU Waste Management program that supports the reuse of items on campus. Surplus Property captures used assets that are no longer beneficial to the submitting department but determined by that department to still have value. Once submitted to surplus, the item(s) value is assessed, providing the department five business days to reclaim these assets if needed.

The process of transferring old assets to new departments prolongs the life of the asset and minimizes cost for university by eliminating the need to purchase new equipment and materials. If no other department is interested in the item, Surplus Property will sell the assets online through a public auction website. Through the auction website, the local community can pay reduced prices for goods no longer usable to the university. The surplus division also practices donation efforts by contributing assets to 501 (c)(3) charitable groups for reuse.

FSU also maintains NoleNet, a web-based platform that allows employees to trade items prior to utilizing Surplus services. This listserv broadcasts information about items available within the university, providing employees the opportunity to reuse certain items (mostly IT equipment) before it is picked up by Surplus. This platform allows the peer-to-peer exchange of usable items, creating a centralized option for reuse.

Sustainable Campus hosts a yearly Office Swap where the campus community can trade school and office items, pick up a new item, and/or donate unwanted items for others to utilize. All items are free and unwanted supplies are taken to FSU Surplus where they are reused or properly recycled.

A brief description of the institution's limits on paper and ink consumption:

Individual departments may impose paper and ink limits per available budget. To better manage supply inventory, the Office of Business Services (OBS) enables automatic supply ordering for campus copiers and student accessible printers. Machines can place an order for toner when nearly empty. The order is registered with FSU's copier vendor who dispatches delivery through a major shipping company. This ensures that only the supplies needed are delivered, items are delivered directly to the user or office, and eliminates the need for departments to stock toner. OBS, in partnership with the Sustainable Campus Office, makes sure that empty supply containers are recycled.

Copier machines can also be programmed to automatically default to double-sided printing, should departments choose this setting.

A brief description of the institution's initiatives to make materials available online by default rather than printing them:

All major publications have transitioned to online sources.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

Chuck it for Charity is a program of Sustainable Campus 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. Since 2008, FSU has collected and donated over 167 tons of stuff.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

Reusable to-go containers used in dining facilities.
Discounts for reusable mugs in dining & coffee facilities.
Donation of supplies and furniture when available.

Reuse of concrete materials for small pathways and retaining walls.

Green office certification waste minimization tips.

FSU utilizes vendors such as "E" media, Power-House Recycling, Carastar, Goodwill, and West-Rock in recovery and reuse efforts for the university.

Data source(s) and notes about the submission:

FSU contamination rate is reported by Marpan Recycling Center, FSU's contracted recycling vendor.

OP-19: Construction and Demolition Waste Diversion

Points Claimed: 0.57 / Points Available: 1.00

Criteria: Institution diverts non-hazardous *construction and demolition waste* from the landfill and/or incinerator. Soil and organic debris from excavating or clearing the site do not count for this credit.

Construction and demolition materials recycled, donated, or otherwise recovered: 12,015.60 Tons

Construction and demolition materials landfilled or incinerated: 9,064.40 Tons

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery: 57.00

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

FSU follows USGBC LEED building standard for all new construction and renovation. Sustainability is an aspect of design, planning, and demolition within the Facilities Design Guidelines including proper removal and recycling of construction and demolition waste for Major Projects.

Data source(s) and notes about the submission:

The figures above include only construction and demolition waste generated by Major Construction Projects (over \$2 million). Recycling rate as advertised by local MRF.

OP-20: Hazardous Waste Management

Points Claimed: 1.00 / Points Available: 1.00

Criteria: Institution has strategies in place to safely dispose of all hazardous, special (e.g., coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus; Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards.

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

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

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 annually. Suitable waste collection containers are provided, free of charge by Environmental Health & Safety (EH&S), as 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 containers reach $\frac{3}{4}$ full, EH&S picks up and moves containers to a central storage facility to be logged into a database, placed in secondary containment, and segregated for eventual off-site shipment. Every 90 days a hazardous waste shipment is scheduled. EH&S has a contract with EPA licensed contractor who packages, transports, and arranges for disposal of the RCRA and non-regulated waste generated by FSU., EH&S manages all hazardous waste manifest for at least 3 years along with copies of all other generated paperwork from waste shipments.

Universal wastes are managed in accordance with EPA regulations on the storage and disposal of universal wastes. The University has a contract with Universal Waste vendor that arranges for the transportation and recycling of the waste. Universal waste manifests are kept for at least 3 years. Waste lead acid batteries and used oil is managed at the local level. These items are either taken directly to a recycling location or a local used oil handler arranges for pick-up of the oil. All paperwork generated is kept for at least 3 years.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact, and response/remediation:

None.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

None, the University has been investigating RFID or scanner labeling of all incoming products to be able to perform periodic chemical inventories in a safe manner with minimal handling. The hardware and software are available, and the cost is expensive but not prohibitive. The main reason for not adopting implementing this program is the lack of a centralized receiving point for these products and the

inability to control new materials entering campus. Remedies for this are actively being pursued as part of our chemical procurement contract renegotiation.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?: Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?: Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

When electronics become obsolete, uneconomical, or inefficient, FSU departments may request the property be classified as surplus and recycled. The Surplus Property Division handles the e-waste recycling program at FSU and regularly picks up IT equipment, including computers, hard drives, cell phones, copiers, laptops, tablets, and scanners. These items are sorted, divided into categories, and prepped for shipment to the e-Waste Recycler. For security reasons, IT assets that are classified as surplus are not eligible for transfer back into the university. After a full truckload has accumulated it is picked up by the e-waste recycler. FSU's E-waste provider is an R2 (Responsible Recycling) certified provider that also complies with ISO 14001:2004 and OHSAS 18001:2007 certifications.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?: Yes

WATER

Points Claimed: 3.04 / **Points Available:** 6.00

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

Credit	Points
Water Use	2.04 / 4.00
Rainwater Management	1.00 / 2.00

OP-21: Water Use**Points Claimed: 2.04 / Points Available: 4.00**

Criteria: Institution has reduced its potable water use per weighted campus user compared to a baseline; Institution has reduced its potable water use per gross square foot/meter of floor area compared to a baseline; Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas: Low to Medium

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	343,250,620 Gallons	539,954,130 Gallons

Potable water use:

	Performance Year	Baseline Year
Potable water use	229,262,220 Gallons	249,974,900 Gallons

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Period	July 1, 2021	June 30, 2022
Baseline Period	July 1, 2007	June 30, 2008

A brief description of when and why the water use baseline was adopted:

FY 2007-08 reflects the first year where data is anticipated to be accurate.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	6,642	6,613
Number of employees resident on-site	12	22
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	39,829	39,413

Full-time equivalent of employees	7,079	6,638
Full-time equivalent of students enrolled exclusively in distance education	1,741	1,190.80
Weighted campus users	35,538.75	35,303.90

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	6,451.05 Gallons	7,080.66 Gallons

Percentage reduction in potable water use per weighted campus user from baseline: 8.89

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	13,610,426 Gross Square Feet	13,787,288 Gross Square Feet

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	16.84 Gallons / GSF	18.13 Gallons / GSF

Percentage reduction in potable water use per unit of floor area from baseline: 7.09

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	1,247 Acres	1,123.06 Acres

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	275,261.12 Gallons / Acre	480,788.32 Gallons / Acre

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline: 42.75

A brief description of the institution's water-related behavior change initiatives:

Sustainable Campus and Facilities Maintenance replaced older water fountains with touch-less bottle fillers. To date, over 225 hydration stations have been installed throughout campus. Facilities' social media platforms post educational content related to water pollution and stormwater education.

A brief description of the institution's water recovery and reuse initiatives:

Where possible, the Grounds department selects plants that minimize the water usage. FSU has landscaped areas that are non-irrigated and areas that receive no regular irrigation which are planted with native and/or drought tolerant plantings. Examples include the Life Sciences cage wash rooftop and the Student Success building.

The Grounds department utilizes rain shut-off sensors on the irrigation systems to prevent unneeded watering when soil is wet from weather.

FSU utilizes a geothermal cooling system for chiller condensers to eliminate evaporation losses which exist in campus buildings that use cooling towers.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

All building retrofits use low flow faucets and toilets. These are also mandated by the Florida Energy Code.

OP-22: Rainwater Management

Points Claimed: 1.00 / **Points Available:** 2.00

Criteria: Institution uses *green infrastructure* and *low impact development* (LID) practices to help mitigate *stormwater run-off* impacts and treat rainwater as a resource rather than as a waste product. Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit if the policies apply to and are followed by the institution.

Which of the following best describes the institution's approach to rainwater management?:

Less comprehensive policies, plans or guidelines that incorporate green infrastructure

A brief description of the institution's green infrastructure and LID practices:

Policy 1A-10 Campus Master Plan: evaluate additional main campus stormwater needs on a case-by-case basis, consideration of low impact design technologies should be made first before use of the regional stormwater facility.

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

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

Stormwater management is a crucial component for the control of runoff and pollution. FSU is in a region important in many aspects of water management for this region of the state. Stormwater from campus flows into the regional retention facilities to the south of campus and eventually joins other sources and flows into the Gulf of Mexico or helps to recharge the aquifer that is the source for much of

Florida's drinking water. Based on the size and types of facilities that are on campus, a stormwater permit is required by the Environmental Protection Agency (EPA) and the Florida Department of Environmental Protection (FDEP). The campus stormwater management plan identifies sources and the destination for all water introduced to campus via a rain event. In accordance with FSU's permit, campus activities are conducted to minimize and/or prevent stormwater contamination and polluted runoff from facilities. There are a variety of activities monitored and controlled to help meet the requirements. FSU's stormwater permitting is regulated and routine inspections are completed by the City of Tallahassee.

Website URL where information about the institution's green infrastructure and LID practices is available:

https://www.facilities.fsu.edu/depts/planningMan/Documents/MP_docs/GOP/2020/GOP%2009%20INFRASTRUCTURE%202020.pdf

PLANNING & ADMINISTRATION

COORDINATION & PLANNING

Points Claimed: 8.38 / **Points Available:** 9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff, and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Inclusive and Participatory Governance	2.38 / 3.00
Reporting Assurance	1.00 / 1.00

PA-1: Sustainability Coordination

Points Claimed: 1.00 / Points Available: 1.00

Criteria: Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution.

Does the institution have at least one sustainability committee?: Yes

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

The Sustainability Committee is a standing Faculty Senate committee. The Sustainability Committee provides input, expertise, and accountability in service of university decision-making as FSU works toward national leadership in sustainability.

The Committee consists of faculty members appointed by the Steering Committee, with the advice and consent of the Senate, for staggered three-year terms. The Director of Campus Sustainability is a non-voting ex-officio member. The Committee chairperson appoints annually one student to serve as a nonvoting member. The Committee also invites to its meetings representatives of administrative offices, students, and others with relevant expertise and implementation responsibilities.

The chairperson is appointed by the Steering Committee from the faculty representatives. The Committee makes its recommendations to the Steering Committee, which transmits the recommendations to the Senate for action.

Members of each committee, including affiliations and role:

2020-2023

- Akash Gunjan, Medicine
- Will Hanley, Arts & Sciences
- Charles Hofacker, Business
- Eundeok Kim, Entrepreneurship
- Sarah Lester, Social Sciences & Public Policy, Chair
- Erin Ryan, Law

2022-2025

- Amy McKenna, Mag Lab
- Jeff Chanton, EOAS

Ex Officio: Elizabeth Swiman, Director of Sustainability

Student representative: Shaifali Prajapati

Emeritus Faculty: Ian MacDonald

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?: Yes

A brief description of each sustainability office:

Florida State University's Sustainable Campus works to educate and engage students, staff, and faculty to set an example of campus sustainability and position FSU as a leader of environmental and social action.

Sustainable Campus' educational efforts, community outreach, and programs work alongside the greater campus efforts and operations to provide everyone with the ability to develop, apply, and practice sustainability. Our efforts seek to conserve resources at FSU and strengthen the positive impact our university leaves upon the local and global environment for generations to come.

The Sustainable Campus office consists of full-time staff, Graduate Assistants, and student staff. The student staff oversee peer to peer sustainability education programs for the student body with the management of full-time staff. Full time staff develop programs and initiatives to engage the entire campus and Tallahassee community in sustainability efforts.

Full-time equivalent of people employed in the sustainability office(s): 10

Does the institution have at least one sustainability officer?: Yes

Name and title of each sustainability officer: Elizabeth Swiman, Director of Sustainability

Does the institution have a mechanism for broad sustainability coordination for the entire institution?: Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The Future is Florida State: Strategic Plan 2017-2022 includes sustainability, declaring a commitment to climate action, resource stewardship, waste minimization, and education for sustainability. Since the publication of the strategic plan, FSU increased resource allocation to sustainability, including the appointment of additional FTE staff positions.

On April 14, the Florida State University Faculty Senate passed a resolution advocating for the improvement of sustainability at FSU. The resolution addresses the need to elevate sustainability to a core strategic goal while also proposing the establishment of a Sustainability Council and a standing Sustainability Committee, which would both work on keeping the university accountable for maintaining ecological balance.

Job title of the sustainability officer position: Director of Sustainability

Job description for the sustainability officer position:

This position supervises the Sustainable Campus Program Coordinators and works at a high level with senior staff to develop strategies and initiatives to reduce FSU's overall footprint. This includes: overseeing the Sustainability Advisory Board, collaborating with Utilities to reduce energy consumption, managing department mergers for optimal efficiency, teaching a Leadership and Sustainability course, and perusing sustainability initiatives across campus.

Job title of the sustainability officer position (2nd position): Engagement & Outreach Coordinator

Job description for the sustainability officer position (2nd position):

The Engagement Coordinator develops and coordinates Sustainable Campus student outreach engagement programs, specifically Garnet & Gold Goes Green, Food Recovery Network, Eco-Reps, Seminole Organic Garden, and reCycle Bike. The coordinator supervises OPS and student program staff, interns, and volunteers and advises related student organizations.

Job title of the sustainability officer position (3rd position): Academics & Partnerships Coordinator

Job description for the sustainability officer position (3rd position):

The Academics and Partnerships Coordinator coordinates the development and implementation of sustainability best practices, programs, and events targeting actions across a range of topical areas. The coordinator is responsible for developing a cocurricular "campus as living lab" sustainability partnership program, which engages the campus and local community to implement community based, experiential learning opportunities. The coordinator works with faculty to build sustainability into courses and supports the coordination of data collection and reporting for Sustainable Campus programs, STARS, and other benchmarking opportunities.

Website URL where information about the institution's sustainability coordination is available:

<https://sustainablecampus.fsu.edu/>

PA-2: Sustainability Planning

Points Claimed: 4.00 / **Points Available:** 4.00

Criteria: Institution has a published plan or plans that include *measurable sustainability objectives* that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide *strategic plan* or the equivalent.

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?: Yes

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

FSU Strategic Plan

Strategic Plan 2.2: Enhance the quality of graduate education to achieve preeminence in strategically important areas of study and research

- Leverage the world-class strengths of the National High Magnetic Field Laboratory and expand the resources of FSU's Innovation Park. We want to attract the highest caliber researchers and graduate students, enhance the research experiences of undergraduate students, and strengthen outreach to scientists worldwide.
- Expand and enrich FSU's research enterprise by strengthening the research infrastructure—IT, space, support staff, equipment, and library—required to support a substantial increase in interdisciplinary research.
- Grow and improve the volume and visibility of innovative research in engineering.

Strategic Plan 2.5: Expand innovative teaching strategies

- Establish an FSU Center for Teaching and Learning to support faculty professional development and innovation in pedagogical practice. This initiative will include learning from other universities and organizations employing "best" and "emerging" practices.
- Expand active engagement in research and scholarship for undergraduates, beginning in their first year at the University. This will include increasing faculty mentorship and providing more opportunities for collaborative work with faculty members, graduate students, and fellow undergraduates.

Strategic Plan 2.4: Encourage and incentivize high-impact, interdisciplinary and inter-college initiatives that address pressing societal issues

- Enhance the leadership and coordination of interdisciplinary programs and activities across the University.
- Engage the FSU community in identifying broad thematic areas in which to develop new programs and interdisciplinary faculty hiring initiatives.
- Promote interdisciplinary teaching and programs at the undergraduate level and, at the graduate level, remove barriers to the development of new interdisciplinary programs such as student financial support and the allocation of credit among programs in different colleges and departments.

Strategic Plan 3.3: Develop globally and culturally competent students who are prepared to succeed in an increasingly multicultural and international society

- Incorporate into curricula, courses, and materials perspectives that prepare students to live and work in a diverse and global society.

Strategic Plan 5.1: Expand experiential, cross-cultural, and collaborative learning

- Engage all students in research, clinical, and project-based-learning experiences that provide them with career-ready competencies.

Strategic Plan 6.5-4: Education for Sustainability

FSU Campus Master Plan

Master Plan 1.0: Academic Mission

- The University shall continue to explore opportunities to add new degree programs during the planning period covered by this update. The programs listed below are under consideration for approval during 2020-21: Master's, Specialist and other Advanced Master's Programs - Climate Change Solutions; Physical Environmental Science
- Regarding priorities for the development of new or modified academic programs, the University shall apply the following criteria: Readiness to offer a program of quality without significant additional resources; Present adequacy of resources available to the program for the proposed degree program offering Societal need; Program need (additional faculty, graduate student support, etc.)

Master Plan 2.0: Academic Program

- The University shall offer undergraduate, graduate, advanced graduate, and professional programs of study, conduct extensive research, and provide service to the public in accord with its statewide mission.

Master Plan 5.0: Academic Facilities

- Continue to assess systematically all existing academic facilities to achieve the following policies.
 - o Policy 1A-2: Upgrade laboratories to contemporary performance and environmental safety standards to promote, enrich, and enhance student instruction and research.
 - o Policy 1A-3: Promote and provide for special instructional laboratories (e.g., for languages).
- Construct new academic facilities to meet the future needs of the University.

Master Plan 6.0: Support Facilities

- Provide support facilities to meet the University's educational, research, and public service mission and future needs.

College of Social Sciences & Public Policy Strategic Plan 2019-2029

COSSPP: COSSPP's Core Values

- "Promote and clearly communicate evidence-based social science research and teaching to . . . contribute to the advancement of social and economic mobility, equal opportunity, and a sustainable world"

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?: Yes

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

FSU Strategic Plan

Strategic Plan 2.1: Define and Develop an FSU "faculty for the future"

- Create incentives and encouragement for faculty members to connect with the Tallahassee community in their research, pedagogy, and service and to use these experiences to increase student experiential learning and civic engagement

Strategic Plan 2.6: Enhance FSU's strategy for expanding its global footprint and fostering a culturally rich learning environment on campus

- Expand and strengthen strategic partnerships with universities and organizations abroad and

domestically to provide more opportunities for education experiences outside of the United States.

- Create faculty and staff professional development initiatives that foster international engagement, including faculty exchanges and international research collaborations.
- Expand experiential, cross-cultural, and collaborative learning opportunities on campus and abroad to help students develop intercultural competencies and global awareness.
- Build and sustain a globally minded FSU community by increasing opportunities that promote interaction and understanding among students of all cultures.

Strategic Plan 4.2: Expand the number of nationally or internationally recognized interdisciplinary academic programs

- Ensure that every student has the opportunity for at least one significant experience in student organizations, research, community service, leadership roles, internships, and/or international experiences.
- Improve college readiness and outcomes by building strong connections with K-12 schools in the Tallahassee area, Florida community colleges, and other state four-year institutions from which significant numbers of students transfer to FSU.
- Increase partnerships with community agencies and schools to stimulate social entrepreneurship and to educate and involve students in civic responsibility.

Strategic Plan 6.5: Incorporate sustainable living practices into all FSU activities

- FSU will incorporate practices that reduce our overall footprint and build a university-wide culture of environmental care. We will actively pursue education for sustainability by increasing communication efforts and related curricular, co-curricular, service, and research initiatives.

Strategic Plan 6.5, Initiative E, Tactic 3, Sub-Tactic A: Increase curricular sustainability opportunities

- Increase number of sustainability-related courses by 10%

Strategic Plan 6.5, Initiative E, Tactic 3, Sub-Tactic B: Increase curricular sustainability opportunities

- Increase number of student participations by 10%

FSU Campus Master Plan

Master Plan 12.0: Intergovernmental Collaboration

- Establish a process for the reciprocal review of University Campus Master Plans and local government comprehensive plans and their amendments.
- Establish a process for the reciprocal review of proposed development activities both on campus and in the context area whereby local officials are given an opportunity to review proposed campus development in order to assess its potential impacts on local, regional, and state resources and facilities, and whereby University officials are given an opportunity to review proposed development within the context area in order to assess its potential impacts on University resources and facilities.
- The University shall continue to coordinate with civic and local government groups concerning the use of university facilities for recreational, entertainment, and other public service events.
- The University shall continue to discuss issues associated with the provision of affordable off-campus student housing as needed, with interested campus and community constituents, including participants from: Local government agencies; Citizen interest groups; Private real estate interests; and Other interested parties.

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?: Yes

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

FSU Strategic Plan

Strategic Plan 6.5: Incorporate sustainable living practices into all FSU activities

- We will incorporate practices that reduce our overall footprint and build a university-wide culture of environmental care. We will actively pursue climate action by focusing on the reduction of greenhouse gas emissions and energy use through increased conservation and efficiency efforts, increased sustainable transportation options that support a bicycle- and pedestrian-friendly campus, and optimizing the use of green building technologies.

Strategic Plan 6.5: Initiative C, Tactic 2, Sub-Tactic A: Optimize operational efficiency and reliability

- Increase the amount of annual capital reinvestment by 10% annually

Strategic Plan 6.5, Initiative E, Tactic 1, Sub-Tactic A: Reduce Greenhouse Gas (GHG) footprint

- Decrease GHG emission by 5%

Strategic Plan 6.5: Initiative E, Tactic 1, Sub-Tactic B: Optimize campus energy consumption

- Reduce campus Energy Use Index (EUI) by 3%

- Increase solar energy purchase to 20%

Strategic Plan 6.5: Initiative E, Tactic 2, Sub-Tactic A: Increase water conservation

- Decrease water consumption by 30%

Strategic Plan 6.5: Initiative E, Tactic 2, Sub-Tactic B: Enhance water quality

- Increase Low Impact Development (LID) projects to 5

Strategic Plan 6.5: Initiative E, Tactic 2, Sub-Tactic C: Increase landfill diversion rate

- Increase recycling rate by 5% annually

Strategic Plan 6.5: Initiative E, Tactic 2, Sub-Tactic D: Enhance campus landscape

- Increase number of campus gardens and green spaces to 25 total

FSU Campus Master Plan

Master Plan 3.0: Urban Design

- Meet or exceed state-mandated energy guidelines for all new facilities and continue programs for retrofitting existing facilities.

- Site new buildings along the best energy-conserving solar orientation within appropriate functional parameters for the building program.

- To promote energy efficiency and conservation, cluster facilities, buildings, parking lots, etc. to minimize energy distribution losses and minimize expenditures of energy for movement of goods, people, and utilities.

- At the Panama City Campus, preserve and enhance the natural edge of vegetation along the shoreline of North Bay as symbolic green space and as a buffer to the academic building zone.

- At the Tallahassee Campus Southwest, preserve and enhance the areas of natural vegetation along

portions of the campus.

- Establish a system of dedicated open spaces around which to develop future University facilities.
- Preserve the campus' significant vegetation, including "heritage oaks." Relocation can be an option when it is possible.

Master Plan 4.0: Future Land Use

- Provisions for stormwater management, open space, and safe and convenient on-campus traffic flow, considering needed vehicle parking, are included in the development density guidelines, and should be provided at the adopted level of service as part of each facility development.
- Develop the campus in ways that will protect natural resources from the adverse impacts of development.
- Coordinate the locations for future land use zones with appropriate topography and soil conditions.

Master Plan 5.0: Academic Facilities

- Construct new academic facilities to meet the future needs of the University
- Policy 1B-7: All future facilities and projects affecting existing facilities shall meet or exceed state mandated energy conservation and efficiency guidelines and will pursue additional efficiency/conservation applications as appropriate for the functions to be housed.

Master Plan: 8.0: Recreation and Open Space

- Provide adequate parks, recreational facilities, and open space for the future.
- Enhance and preserve existing passive recreation areas and open space on campus.

Master Plan 9.0: General Infrastructure

- Improve efficiency and reduce cost of solid waste disposal.
- Maximize recycling activities. FSU shall expand, enhance, and promote an on-campus recycling awareness and emphasis campaign. Recycling containers shall be located at numerous convenient locations across the campus. FSU shall promote recycling through increased educational efforts directed towards faculty, students, and staff.
- Continue and increase composting of vegetation refuse.
- Develop and continually enhance the operation of a campus-wide Recycling Center
- Coordinate closely with Leon County on present and future projected solid waste disposal requirements for the University.
- Continue to monitor solid waste facilities and procedures to locate deficiencies and provide for future needs.
- Upgrade and expand the existing stormwater management system to correct existing deficiencies and to meet future needs.
- Protect natural drainage and hydrological areas.
- Use environmentally friendly designs, such as detention systems, metered-release devices, porous or vegetative liners, minimize impervious surfaces, etc., as appropriate and as called for by state design guidelines, to protect natural stormwater management and hydrological areas from erosion and contamination and to mitigate impacts of university-generated stormwater.
- FSU shall continue to mitigate University-generated stormwater and minimize stormwater-borne pollutants through the implementation of a system of Best Management Practices (BMPs).
- It shall be the policy of the University that no stormwater discharges may cause or contribute to a violation of water quality standards in waters of the State.
- Monitor / update per capita (campus population) water consumption from available records.

- Coordinate closely with the city on present and future projected water demands of the University.
- Protect and conserve potable water sources.

Master Plan 10.0: Utilities

- Continue to improve the efficiency and performance of the steam system.
- Improve overall plant operations and efficiencies through training, asset management, and technological updates.
- Establish design standards and operations programs to improve conservation of energy.
- Improve the efficiency and performance of the chilled water system to achieve energy savings.

Master Plan 11.0: Transportation

- Where feasible, turn existing inner-campus parking lots into open green spaces to promote the pedestrian ambience of the campus.
- The University shall implement transportation demand management (TDM) strategies designed to encourage the use of alternative modes of transportation and to reduce the dependence on the single-occupant vehicle as the primary mode of transportation.
- In order to reduce the demand for on-campus parking and discourage the use of the single occupant automobile as the primary mode of transportation, the University shall implement Transportation Demand strategies that include unbundling student parking from the TAF fee, demand-based permit pricing for staff and students and location-specific permits during peak hours to discourage vehicular movement once on-campus.
- Preserve and enhance existing campus pedestrian links between major destinations. University Center and the Union.
- Consider using covered arcades and shaded linkages to connect new and existing buildings in order to create covered pedestrian connections across campus and new courtyard environments.
- Preserve and enhance existing campus bicycle links between major campus activity areas. Connect bike paths serving new campus development to existing campus bike paths.
- Continue to expand, enhance, and promote the following programs to increase utilization of pedestrian and non-vehicular facilities.
- Establish priorities for the development of pedestrian and bicycle facilities on-campus.
- The University will continue the practice of considering alternative parking surfaces or other means to reduce stormwater run-off.

Master Plan 13.0: Conservation

- Maintain and enhance air quality on all campuses.
- Conserve and appropriately use energy.
- Conserve, appropriately use, and protect native vegetative communities and wildlife habitat.
- Maximize on-campus reclamation of hazardous materials and consumer products.
- All new or renovated University buildings shall be designed with facilities to accommodate collection, storage, and disposal of recycled materials.
- The University shall coordinate on-campus recycling programs with those of local government in regard to materials collected, and disposal/collection procedures.
- Conserve and protect the quality of current and projected water sources.
- Protect and conserve the natural functions of soils and floodplains.

Master Plan 15.0: Architectural Design Guidelines

- Select energy-efficient and low-maintenance exterior and interior materials, architectural details, and building equipment and fixtures.

Master Plan 16.0: Landscape Architectural Design Guidelines Element

- Establish and maintain a high level of quality in the design of landscape treatments on the University campus.

- In conjunction with the buildings and facilities, the planted areas will serve to establish a campus identity, reinforce open spaces, and create a comfortable environment. Campus planting will also establish a structure of continuity for the campus, helping to tie old and new sections, and the many architectural styles, together into a cohesive statement.

- The large "heritage" Live Oak trees located throughout the Panama City Campus shall be the overall framework for landscape development. These large and majestic oak trees dominate and embrace the outdoor space and give the campus a sense of place, identity, and permanence.

- Establish criteria for the selection of plant materials for use on campus and consider the following: 1) The Established Plant Palette in Historic Zone; 2) Functional and Aesthetic Requirements; 3) Preservation of Existing Trees; 4) Xeriscape (Drought Tolerant and Native Material); 5) Maintenance; and 6) Security and Safety.

- To establish a plant list and matrix to identify plants suitable for use on the campus, that incorporate characteristics of low maintenance, low water use, long life, and are native or indigenous to the region.

- Maintain the campus' existing tree inventory.

- The tree maintenance program shall be continued in order to maintain the excellent health of the tree inventory on campus.

- Enhance bicycle use on campus and continue to provide convenient locations for bicycle parking facilities.

- With the expansion of the campus and as the need for intra-campus transportation increases, establish provision for bus shelters at all stops where there presently are none. Consideration should also be given to adequate canopy cover, for shade and weather protection, based on usage.

- Establish standards for landscape treatment of retention ponds, drainage corridors, and related elements.

Master Plan 17.0: Facilities Maintenance

- University facilities shall utilize energy in the most efficient manner available and practicable, following LEED (Leadership in Energy and Environmental Design) or other generally accepted guidelines and principles in all new construction and renovation.

- The University shall pursue energy efficient design solutions that will add value and utility to university buildings, while maximizing scarce capital funds.

Aramark Dining Contract: R. Sustainability Plan

- Contractor will maintain a sustainability program that reflects University's position as a national academic leader in this area. Emphasis should be placed on a recycling program similar in scope to University's; the purchase and transport of food; food preparation; food disposal; and innovation and education. The Campus Dining Program Sustainability Plan shall be updated annually as part of the Annual Plan. At a minimum, consideration should be given to the following:

- o All aspects of solid waste reduction and recycling to decrease waste stream volume.

- o Purchasing and maintaining energy efficient food service equipment, appliances, and light bulbs rated Energy Star or equivalent.

- o Disposal of cooking fats and oils through recycling efforts. d. Operation and purchase of hybrid and/or alternative fuel low emission vehicle.
- o Utilization of portable and wastewater reduction procedures in cooking and cleaning.
- o Purchasing practices for regional sourcing, locally grown and vegan food products options that are labeled as such.
- o Reductions in the purchasing of heavily packaged food products and the production of such packaged products for resale.
- o Purchasing of more biodegradable disposable service items as well as recycled service products when practical.
- o Implementation of Green Cleaning policies and procedures for all operations using Green Seal certified cleaning products or the equivalent.
- Other measured sustainability objectives include:
 - o Increase in local sourcing by 5% end of fiscal year 22
 - o 0 - 5% single-use plastic percentage in our dining locations by end of fiscal year 22
 - o Increase responsible food and beverage sourcing spend to at least 30% by end of fiscal year 2026

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?: Yes

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

FSU Sustainability Strategic Plan

Sustainability Strategic Plan: Goal 3-E. Promote sustainable alternatives in the procurement of goods and services.

Division of Finance & Administration Business Operations Policy (OP)

4-OP-A-8: Supplier Diversity

- The objective of this policy is to ensure and promote qualified small business participation in state contracting, which includes small businesses owned by ethnic/racial minorities, veteran, and women. It is the goal of the University to have a diverse supplier base that provides the highest quality support services that are consistent with a world-class status the University seeks to achieve.

FSU Strategic Plan

Strategic Plan 2.1: Define and develop an FSU “faculty for the future”

- Align faculty hiring with the strategic goals of the University—leveraging existing strengths with emerging disciplines, identifying synergies between college-initiated efforts and FSU-wide goals, and rewarding inter-college efforts with additional resources.
- Strengthen the development and retention of faculty, especially at the junior level, by increasing mentorship and setting clear milestones for promotion. We will also expand recognition—in tenure, promotion, and merit allocation decisions—of interdisciplinary research and teaching as well as commercialization and entrepreneurship activities.
- Provide strong professional development for faculty that encourages ongoing pedagogical innovation and mentorship of students for careers and advanced study.
- Address staffing needs in support of faculty through both new hires and improved retention of current staff.

Strategic Plan 2.2: Enhance the quality of graduate education to achieve preeminence in strategically important areas of study and research

- Attract the best graduate and post-doctoral students through greater financial support and improvement in campus amenities and quality of life.

Strategic Plan 2.3: Strengthen the excellence and reputation of the University's professional schools

- Continue to attract and retain more diverse students and faculty, building on our nationally recognized success in preparing African American and Hispanic professionals.
- Build our partnership with FAMU in advancing the mission of the FAMU/FSU Joint College of Engineering by together increasing faculty and students and building a stronger research portfolio, while meeting our mission to help prepare African American and women Engineers.

Strategic Plan 3.1: Realizing the Full Potential of Diversity and Inclusion, Increase the diversity of FSU's student body, faculty, and staff

- We will set and pursue aggressive goals to enroll students and recruit and retain faculty and staff at all levels of the University who reflect the diversity of Florida and our nation.
- Provide numerous pathways to FSU enrollment—including links to schools and community organizations that serve populations underrepresented in higher education—to expand access for an increasingly diverse market of prospective students.
- Ensure an affordable FSU education for all students regardless of socioeconomic status.
- Support and strengthen initiatives for the recruitment, retention, and development of a diverse faculty and staff.
- Support student affairs initiatives and employee professional development programs that help ensure a welcoming atmosphere for members of historically marginalized and underrepresented populations who join the FSU community.
- Become the nation's most veteran-friendly university, through targeted efforts to recruit and retain students, faculty, and staff from veteran populations.
- Expand and strengthen academic and co-curricular programs, as well as administrative initiatives, that increase diversity and inclusiveness
- Provide continued fiscal and administrative support to successful programs focused on inclusiveness in students' academic and co-curricular experiences, among them the Unconquered Scholars, Service Scholars, and Womanist Scholars programs.
- Develop new programs that recognize and support the fullest range of diversity and multiculturalism, including but not limited to disability/ability, socio-economic, age, rural/urban, veterans, sexual orientation, race, and gender identification.
- Strengthen FSU's commitment to the establishment, preservation, and strengthening of small, minority, veteran, LGBT, and women-owned business enterprises through the University's diversity in procurement initiatives.
- Work closely with the joint FAMU-FSU College of Engineering to increase the number of students from historically underrepresented groups pursuing careers in engineering and other STEM fields.
- Develop globally and culturally competent students who are prepared to succeed in an increasingly multicultural and international society
- Incorporate into curricula, courses, and materials perspectives that prepare students to live and work in a diverse and global society.
- Provide more academic, co-curricular, and experiential opportunities for students to immerse themselves in other cultures, both outside and inside the United States.

- Foster welcoming community engagement of the FSU international community with the full academic, co-curricular, and social life of the University.
- Create an Alumni Diversity and Inclusion Board within the FSU Alumni Association that will interact on an ongoing basis with the FSU Foundation, student and faculty diversity and inclusion groups, among others, in support of diversity activities.
- Develop programs through which alumni of FSU's diverse communities offer mentorship and support to students with similar backgrounds and interests.

Strategic Plan 4.1: Expand FSU's high-impact programs of advising, leadership development, community-building, and academic support

- Enhance support for the Presidential Scholars Program to facilitate recruitment of a diverse group of highly motivated critical and innovative thinkers.
- Increase academic and personal success among the cohorts of students most at-risk for attrition through multi-faceted programs and support. This may include establishing partnerships with state and local agencies that support youth in the foster system to build a strong pipeline to the Unconquered Scholars Program.

Strategic Plan 6.2: Strengthen the University's financial foundation

- Prepare a sustainable long-range financial plan aligned with this Strategic Framework. Such a plan should seek to increase and diversify the University's operating income, provide for appropriate tuition increases, improve operational efficiency, and streamline administrative processes and procedures.

Strategic Plan 6.4: Foster a culture of service, problem solving, and teamwork among all FSU employees

- Today's higher education environment requires a culture of service at every level and in every part of the University enterprise—and this demands offering meaningful opportunities for faculty and staff to grow and develop.
- Become a rewarding "workplace-of-choice" for all FSU employees.
- Use organizational performance assessments to determine gaps in current service levels and conduct surveys to understand the perspectives of both "users" and "providers" on the current quality and relevance of services. Use these to identify and improve processes that are inefficient, ineffective, or unnecessary.
- Create and implement a training plan that provides opportunities for employees to develop and apply their talents in new and innovative services and problem-solving approaches.
- Continue to recognize and reward staff who demonstrate an entrepreneurial and innovative mindset in their work.

FSU Campus Master Plan

Master Plan 14.0: Capital Improvements

- FSU shall adhere to sound fiscal policies in providing the capital improvements contained in this campus master plan and shall not proceed with new capital improvements, expansions or replacement until adequate funding sources have been identified and committed.

Master Plan 16.0: Landscape Architectural Design Guidelines

- Establish priorities for the funding of accessibility improvements for persons with disabilities.
- Accessibility for persons with disabilities in exterior (non-building) areas of campus shall be incrementally improved on an as-needed basis, and funding shall be made available.

FSU Sustainability Strategic Plan

Sustainability Strategic Plan Goal 4-D: Include sustainability as part of the next University capital campaign to secure funding for high-impact student experiences.

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? : Yes

Website URL where the institution's highest guiding document is publicly available:

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

Which of the following best describes the inclusion of sustainability in the highest guiding document?:

Major theme

Website URL where the institution's sustainability plan is publicly available:

<https://sustainablecampus.fsu.edu/strategicplan>

Does the institution have a formal statement in support of sustainability endorsed by its governing body?: No

The institution's definition of sustainability:

Sustainable Campus defines sustainability in an inclusive way, encompassing human and ecological health, social justice, and secure livelihoods for all generations. Sustainability is about working collaboratively to create a world where everyone can thrive. We are facing increasingly complex challenges like climate change, racial injustice, and economic inequality. Successful sustainability strategies work toward balanced and ethical solutions that are not only environmentally sound, but also economically viable and socially just.

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	No
SDG Accord	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No

The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

Data source(s) and notes about the submission:

Campus Master Plan: <https://www.facilities.fsu.edu/depts/planningMan/masterPlan.php>

College of Social Sciences & Public Policy Strategic Plan 2019-2029: <https://coss.fsu.edu/wp-content/uploads/2021/10/cosspp-strategic-plan-adopted.pdf>

Division of Finance & Administration Business Operations Policy (OP): <https://policies.vpfa.fsu.edu/policies-and-procedures/business-operations>

PA-3: Inclusive and Participatory Governance

Points Claimed: 2.38 / Points Available: 3.00

Criteria: Institution has formal participatory or shared governance bodies through which the following campus *stakeholders* can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Institution's *highest governing body* includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes

Non-academic staff	Yes
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A brief description of the institution's formal participatory or shared governance bodies:

The Student Government Association (SGA) provides FSU students with representation, services, and advocacy within the university structure. The SGA provides quality leadership for, and accountability to, its constituency by recognizing that strength arises from diversity, engagement, and dialogue.

The Faculty Senate is responsible for academic policy and providing a forum for faculty input to the administration on various subjects of interest to the university community. In 2022, the Faculty Senate had 109 members. Faculty Senate terms are two years. Much of the work of the Senate is accomplished through its standing and special committees.

FSU staff members have Collective Bargaining Units to represent themselves over wages, hours, and terms and conditions of their employment.

The Florida State University Board of Trustees was created in 2001 and is the public body corporate of the university. It sets policy for the institution and serves as the institution's legal owner and governing board. The Board of Trustees is responsible for high quality education programs within the laws of the State of Florida and Regulations of the Florida Board of Governors. The Board of Trustees holds the institution's resources in trust and is responsible for their efficient and effective use. The thirteen-member Board of Trustees is composed of six members appointed by the Governor, five members appointed by the Florida Board of Governors, the Chair of the Faculty Senate, and the President of the Student Body.

Total number of individuals on the institution's highest governing body: 12

Number of students representing their peers as official members of the institution's highest governing body: 1

Number of academic staff representing their peers as official members of the institution's highest governing body: 1

Number of non-academic staff representing their peers as official members of the institution's highest governing body: 0

Number of women serving as official members of the institution's highest governing body: 3

Percentage of official members of the highest governing body that are women: 25

Website URL where information about the institution's highest governing body may be found:

<https://trustees.fsu.edu/trustees/>

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?: Yes

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

All listed committees are a collaboration between Florida State University and the Tallahassee Community. Citizens are eligible to provide input and have influence in decision making. These committees all have bidirectional feedback responsibilities.

<https://www2.leoncountyfl.gov/Committees/Committees>

Leon County Science Advisory Committee, Leon County Research and Development Authority, Tallahassee-Leon County Council for Men and Boys, Greater Frenchtown/Southside CRA, Leon County Education Facilities Authority, 100 Black Men of Tallahassee Area, Opening Nights, Council on Arts and Culture, Florida Juvenile Justice Foundation, Tallahassee Chamber of Commerce

The Prosperity for All Summit brings together Leon County health, government, nonprofit and law-enforcement officials, plus officials from FSU and Florida A&M University for a three-hour workshop that focuses on people and communities in zip code 32304 – which the Florida Chamber of Commerce has declared the poorest in the state. The gathering is open to community leaders and residents to continue to explore solutions for the area. <https://news.fsu.edu/news/education-society/2022/08/12/fsu-helps-to-seek-prosperity-for-all-in-impooverished-leon-county-area/>

The FSU Campus Master Plan is made in collaboration with the local government and open for public comment, as outlined in Florida Statute 1013.30.

<https://m.flsenate.gov/statutes/1013.30>

The Intergovernmental Coordination element of the FSU Master Plan states that local government and/or educational organizations, private sector organizations, and civil society groups are to be included in advisory groups.

Objective 1G

Ensure adequate infrastructure services coordinated with local government providers to support University functions and facilities.

Policy 1G-1: The University shall seek membership to local government advisory groups, citizens' committees, task forces, local regulatory authorities, and similar groups where issues relating to general infrastructure (stormwater management, potable water, sanitary sewer, solid waste, and any other elements) are considered in order to ensure that University interests are coordinated with local entities.

All Board of Trustees meetings are public and allow for public comment.

<https://trustees.fsu.edu/meetings>

Website URL where information about the institution's governance structure is available:

<https://trustees.fsu.edu/>

PA-4: Reporting Assurance

Points Claimed: 1.00 / Points Available: 1.00

Criteria: Institution has completed an *assurance* process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?: Yes

Did the assurance process include internal review, an external audit, or both?: Both internal review and an external audit

The name, title, and organizational affiliation of each reviewer:

External:

Cyndel Brunell- Leon County Sustainability Manager

Internal:

Gene Cilluffo - FSU Sustainable Campus Outreach & Engagement Coordinator

Holly Smith - FSU Sustainable Campus Academics & Partnerships Coordinator

Abigail Wright - FSU Sustainable Campus Communications Coordinator

Sina Jangjoo - FSU Sustainable Campus Graduate Assistant

A brief description of the institution's assurance process:

C. Brunell (sustainability professional, former higher education sustainability employee) reviewed submission in its entirety.

FSU SC staff assigned sections different from their data collection sections to review for errors and inconsistencies.

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:

[Re STARS final review.pdf](#)

Completed STARS Review Template: [STARS 2.2 Review FSU 2023.xlsx](#)

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):

[Re STARS final review.pdf](#)

DIVERSITY & AFFORDABILITY

Points Claimed: 8.19 / **Points Available:** 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences make a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be opened through affordable programs accessible to all regardless of race, gender, religion, socio-economic status, and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	1.56 / 2.00
Assessing Diversity and Equity	0.50 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	3.13 / 4.00

PA-5: Diversity and Equity Coordination

Points Claimed: 1.56 / Points Available: 2.00

Criteria: Institution has a *diversity and equity* committee, office and/or *officer* (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Institution makes *cultural competence, anti-oppression, anti-racism, and/or social inclusion* trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights?: Yes

Does the committee, office and/or officer focus on students, employees, or both?: Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The President's Council on Equity, Diversity, and Inclusion is a body comprised of FSU faculty, staff, students, and alumni that work to ensure that FSU creates and maintains a diverse, inclusive, and equitable campus for all members of the Florida State University community.

The Council's primary charge is to advance initiatives in support of the goals outlined in the Strategic Plan, approved by the Board of Trustees in October 2017, as well as the approved recommendations produced by the 2020-2021 President's Taskforce on Anti-Racism, Equity, and Inclusion. The Council is supported by two co-chairs and two administrative liaisons. Council members are divided into teams whose work is focused on specific initiatives designated for progression.

Estimated proportion of students that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities: All

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities: Some

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities: Some

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Diversity & Inclusion Certificate Series - Faculty, Staff

- The Diversity & Inclusion Certificate Series creates an opportunity for faculty and staff to explore strategic areas around diversity and to learn more about the ways in which they can assist in creating a welcoming and inclusive campus for all.

HR Training and Organizational Development - Faculty, Staff

- Human Resources at FSU maintains a robust course catalog of specific course sessions on the topic of diversity and inclusion. These free sessions focus on educating individuals to embrace, celebrate and leverage differences and similarities of students, faculty, and staff.

Allies & Safe Zones - Faculty, Staff, Students

- Allies & Safe Zones is an ally development program to promote acceptance and support of Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, Pansexual, and Two-Spirit-identifying (LGBTQ+) people. Allies & Safe Zones is coordinated through the offices of the Department of Student Governance & Advocacy at Florida State University and is offered regularly to the campus community. The program is open to all, regardless of orientation, identity, or expression.

Global Partner Certificate - Faculty, Staff, Graduate Students

The Global Partner Certificate is a Center for Global Engagement Initiative that began in the Fall of 2010. It is designed for staff, faculty, or FSU graduate students who are committed to understanding and appreciating cultures and who are interested in learning how to better assist international students and scholars at FSU.

Center for Global Engagement – Faculty, Staff, Students

The Center for Global Engagement offers free training and workshops in intercultural communication and global competence development to any student group, center, or department across campus.

Additional Center for Global Engagement programs include:

- English Conversation Club
- Global Ambassadors Program
- Global Café
- Intercultural & Social Programs
- International Bazaar
- International Coffee Hour
- International Education Month

<https://cge.fsu.edu/>

Global Citizenship Certificate – Undergraduate Students

- FSU's Global Citizenship Certificate prepares students to succeed in a diverse and multicultural world. Participating students take four academic courses, attend 8 intercultural events, and complete a sustained experience. <https://cge.fsu.edu/global-citizenship-certificate>.

Leadership Studies Certificate - Undergraduate Students

- The Undergraduate Certificate in Leadership Studies is an 18-credit, interdisciplinary, multidimensional, and experiential program open to all Florida State undergraduate students. The certificate program prepares students for leadership in multiple contexts and uses practical experience and service-learning projects to frame leadership learning within the context of social change. <https://thecenter.fsu.edu/lrc/leadership-studies-certificate>

Website URL where information about the institution's diversity and equity office or trainings is available: <https://diversity.fsu.edu/>

Data source(s) and notes about the submission:

Additional diversity initiatives include:

Center for Leadership & Social Change programming

- Estonko
- Latinx Cultural Celebration
- Multicultural Leadership Summit
- NCBI @ FSU
- Social Justice Living Learning Community
- Social Change Peer Educators
- Women's History Month

<https://thecenter.fsu.edu/diversity>

Student Government Association

- Asian American Student Union
- Black Student Union
- Hispanic/Latinx Student Union
- Jewish Student Union
- Pride Student Union
- Veterans Student Union
- Women Student Union
- Allies & Safe Zones

<https://sga.fsu.edu/get-involved.shtml>

<https://sga.fsu.edu/safezone.shtml>

All students who enter the University with fewer than sixty semester hours must complete two Diversity courses. Students transferring to the University with sixty credits or more must complete one Diversity course. By the end of the course, students will: 1) Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other). 2) Explore one's own cultural norms or values in relation to those of a different cultural group.

<http://liberalstudies.fsu.edu/liberal-studies-curriculum>

PA-6: Assessing Diversity and Equity

Points Claimed: 0.50 / **Points Available:** 1.00

Criteria: Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus.

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus?: Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

HEDS Diversity and Equity Campus Climate Survey was facilitated to faculty, staff, and students in Fall 2021.

The HEDS Diversity and Equity Campus Climate Survey asks students, faculty, staff, and administrators about their:

- perceptions of their institution's climate,
- perceptions of how their institution supports diversity and equity, and
- experiences with discrimination and harassment at their institution.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?: Yes

Does the assessment process address student outcomes relate to diversity, equity, and success?: No

Does the assessment process address employee outcomes relate to diversity and equity?: No

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

The total survey population was 56,540 people. A total of 4,865 or 8.6% of the population responded to the survey. The results are under review by senior administrators. All actionable outcomes will be incorporated into current D&I initiatives as well as the university's strategic plan.

Are the results of the most recent structured diversity and equity assessment shared with the campus community?: Yes

A brief description of how the assessment results is shared with the campus community:

Both the CIRP and NSSE are shared with the university and available publicly online. The Diversity and Inclusion Council has a website where information, initiatives, and diversity statements are publicly available. Assessment results are also shared publicly on the Division of Student Affairs website.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?: Yes

Website URL where the diversity and equity assessment report or summary is publicly posted:

<https://studentaffairs.fsu.edu/strategic-planning-and-assessment/reports>

Data source(s) and notes about the submission:

Diversity initiatives are developed through the Human Resources Diversity & Inclusion Council which aims to increase awareness and enhance diversity throughout the entire campus community. As FSU continues to increase awareness and participation of individuals and groups that represent cultural diversity, the university is committed to the development of policies, programs, groups, and special initiatives that address diversity and inclusion. Some of the key focus areas include; recruiting, developing, and training a diverse faculty and staff, recruiting, and graduating outstanding and diverse students, and developing and strengthening partnerships with diverse internal and external organizations. FSU continually updates focus areas as progress is made through diversity and inclusion programs, initiatives, and policy review.

PA-7: Support for Underrepresented Groups

Points Claimed: 3.00 / **Points Available:** 3.00

Criteria: Institution has policies, programs, or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community.

Does the institution have a publicly posted non-discrimination statement?: Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

4-OP-C-7-13 Equal Opportunity, Non-Discrimination, and Non-Retaliation Policy & Procedures

- Florida State University (University) is an affirmative action and equal opportunity employer supporting a culturally diverse educational and work environment. The University is committed to a policy of equal opportunity, non-discrimination, and non-retaliation for any member of the University community based on race, creed, color, sex, religion, national origin, age, disability, veterans' or marital status, sexual orientation, gender identity, gender expression, or any other protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University's policies, procedures, and processes. It addresses all terms and conditions of employment in addition to student life, campus support services and/or academic environment.

- The University expressly prohibits unlawful discrimination, harassment, or retaliation, whether in assumption, attitudes, acts, or policies. Conduct that intimidates by threat, brings about adversity, or creates a hostile environment, is contrary to the University's commitment of maintaining a harmonious, high-performance work and educational environment.

- Retaliation against an individual, who in good faith brings a discrimination or harassment complaint, participates in the investigation of a complaint, or engages in some other protected activity, is expressly prohibited, and will be regarded as a separate and distinct cause for discipline under these procedures.

<https://policies.vpfa.fsu.edu/policies-and-procedures/faculty-staff/equal-opportunity-and-compliance-eoc#13>

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?: Yes

A brief description of the institution's discrimination response protocol or team:

The Florida State University's Discrimination Response System aims to foster a diverse and dynamic environment for the community to learn about self and others. Members of the FSU community vary in their race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans' status, marital status, sexual orientation, gender identity, gender expression, or any other legally protected group status. This diversity provides rare opportunities for lifelong learning, and it is through this learning that students develop and maintain a level of respect for others, the university, and the community.

FSU has established support systems and processes to aid community members in reporting and responding to acts of bias and discrimination. These systems provide free and confidential services for students to report behavior believed to be an incident of bias or discrimination. Florida State University is committed to creating and maintaining a safe, and welcoming atmosphere for all students, faculty, and staff. This includes taking constructive action if one witnesses or knows about behavior perceived to be inconsistent with the Seminole Creed, which may include violating the student code of conduct and/or university policies. The following departments on campus serve as resources for all students in navigating and managing the reporting process:

Center for Leadership & Social Change - Incidents of bias or discrimination between students

Dean of Students Office - Incidents related to sexual assault or harassment committed by students

Office of Equal Opportunity & Compliance - Incident of bias or discrimination against students by faculty/staff

Individuals can submit an incident report electronically or in person. For an issue needing immediate assistance, individuals can call the Victim's Advocate Office 24 hours a day to speak with an advocate.

Does the institution have programs specifically designed to recruit students from underrepresented groups?: Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?: Yes

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?: Yes

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

High School Partners Program

- In 2015, the Center for Academic Retention and Enhancement (CARE), the Office of Admissions and Financial Aid collaborated to create the High School Partners Program. This initiative aims to reduce the college access gap for historically underrepresented students at designated high schools in Duval, Gadsden, Leon, Liberty, and Orange counties. The High School Partners Program provides support for students through the application process. Other program benefits include but are not limited to:

- o Personalized assistance with the FSU admissions application and the Free Application for Federal Student Aid (FAFSA)

- o Priority admission consideration

- o Automatic consideration for admissions merit-based scholarships and the Partner Promise scholarship

award.

- o Specialized group tour opportunities
- o Continued communication, support, and engagement opportunities after enrollment

College Reach-Out Program

- Since 1992, Florida State University has implemented the College Reach-Out Program (CROP) as part of a state-wide initiative funded by the Florida Department of Education. At FSU, CROP is operated by the Center for Academic Retention and Enhancement (CARE), and serves schools in Leon, Gadsden, and Duval counties. The College Reach-Out Program is an educational and motivational program designed to help students prepare for a successful college education. Participants in CROP must be students in 6-12th grades who meet educational and economic criteria established by the State of Florida. Economic guidelines include: "Received Public Assistance," "Free and Reduced Lunch," and "Orphan or Ward." Students must be enrolled in a public school in Leon, Gadsden, or Duval County to apply.

Upward Bound Program

- The Florida State University Upward Bound Program at Gadsden County High School has operated since 1989. The Upward Bound Program is designed to promote academic and eventual post-secondary success of traditionally underrepresented students. This unique opportunity exposes students to cultural and career activities and supplements their regular high school curriculum. There is no cost to the participants for the program.

Educational Talent Search

- Talent Search is a federal funded TRIO program designed to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education. The program primarily supports middle and high school students in Bay, Holmes, Franklin, and Leon counties. Eligibility is determined according to federal guidelines.

SEC Ambassadors

- SEC Ambassadors provide academic support to African American and Latino youth from kindergarten through high school and work to identify risk factors in the areas of individual, family, education, and community through the facilitation of discussions.

College of Medicine Mission-Based Scholarships

- The FSU College of Medicine has a unique mission. It is to prepare physicians to serve rural, underserved, and geriatric populations. To help ensure that this mission is fulfilled, specific endowments can be created to provide scholarship funds for students wishing to focus their energies in one of these areas.

FLORIDA-FIRST BRIGADE

- The FLORIDA-FIRST BRIGADE is a program designed to support new tenure-track assistant professors and build a research community committed to diversity and inclusive excellence. The project team plans to promote inclusive excellence in research and develop an innovative model for the next generation of FSU health-science faculty by recalibrating processes for minority recruitment, advancement, and retention at FSU.

Office of Human Resources

- The Office of Human Resources maintains a "Recruiting Resources" webpage (<https://hr.fsu.edu/sections/equity-diversity-inclusion/recruiting-resources>) with a list of organizations

and publications for specific populations to aid in the recruitment of staff from underrepresented groups.

Office of Faculty Development and Advancement

- Academic Leadership Toolkit: The toolkit includes a module on faculty recruitment procedures. The module provides strategies to conduct effective searches, combat cognitive biases, and make better hiring recommendations. The goal of the module is to help search committees foster diversity and inclusion and hire outstanding faculty.

Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?: Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?: Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?: Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

The Center for Academic Retention and Enhancement (CARE)

- The Center for Academic Retention and Enhancement was created at Florida State University in 1968 as Horizons Unlimited. CARE operates to provide equity and access to students with identities traditionally underrepresented in higher education. CARE serves as partner for these students in navigating barriers that exist for them based on educational and socioeconomic circumstances. It is housed as a dual-reporting department in the Division of Student Affairs and Division of Undergraduate Studies. CARE provides several resources for students from underrepresented groups, including a computer lab, tutoring, financial aid, academic advising, college life coaching, and Bridge to Graduate School.

Unconquered Scholars Program

- The Unconquered Scholars Program provides an array of support services promoting overall success to youth who experienced foster care, homelessness, relative care, or ward of the State status. Florida State University is committed to meeting the unique needs of Unconquered students, so they experience the long-term professional and personal benefits associated with educational attainment.

College Success Program

- The College Success Program (CSP) of FSU's Center for Academic Retention & Enhancement (CARE) provides engagement and support to students with an emphasis on students with underrepresented identities in higher education. Students accepted into CSP are connected to the academic and engagement support resources provided within CARE to encourage their success at Florida State.

Student Support Services

- FSU's Student Support Services (SSS) program is one of the eight federally funded TRIO programs

designed to improve student retention, graduation, financial literacy, and overall academic success rates. To qualify for the SSS program, students must not have a parent with a four-year college degree and meet Federal Income Guidelines to qualify as low income.

CARE Summer Bridge Program (SBP)

- The CARE Summer Bridge Program (SBP) provides a comprehensive program of orientation and academic support designed to ease the transition from high school to college while building a strong academic foundation. Applicants selected to participate in CARE will be first-generation college students from socioeconomically disadvantaged backgrounds who have demonstrated a fervent desire to succeed.

President's Task Force on Anti-Racism, Equity, and Inclusion

- The President's Task Force on Anti-Racism, Equity and Inclusion met during the 2020-2021 academic year. The task force was asked to identify racial and ethnic disparities on campus and to implement a range of initiatives, such as developing mandatory diversity and inclusivity training for all campus employees and students and fostering the recruitment and retention of students, faculty, and staff from underserved groups.

President's Council on Equity, Diversity & Inclusion

- The President's Council on Equity, Diversity, and Inclusion is a body comprised of FSU faculty, staff, students, and alumni that work to ensure that FSU creates and maintains a diverse, inclusive, and equitable campus for all members of the Florida State University community. The Council's primary charge is to advance initiatives in support of the goals outlined in the Strategic Plan, approved by the Board of Trustees in October 2017, as well as the approved recommendations produced by the 2020-2021 President's Taskforce on Anti-Racism, Equity, and Inclusion.

Entrepreneurship Bootcamp for Veterans Families

- The Entrepreneurship Bootcamp for Veterans' Families (EBV-F) is an education and self-employment training program founded in 2010 and expanded to Florida State University in 2012. The EBV-F program is designed to take advantage of the skills, resources, and infrastructure of higher education to offer innovative, experiential training in entrepreneurship and small business management.

The President's Diversity and Inclusion Mini-Grant Program

- To encourage efforts which align with the University's strategic plan, the President's Diversity, and Inclusion Mini-Grant Program, provides financial support to initiatives and projects that further the diversity goals of the University. Mini-grant proposals are accepted and reviewed for all diversity-related areas, with the following specific target areas:

- o Enhance the quality of teaching and learning about diversity;
- o Create a welcoming and inclusive work and learning environment where differences are respected and valued;
- o Improve recruitment, retention and graduation of students from historically underrepresented groups; and
- o Increase recruitment, retention and success of faculty and staff from historically underrepresented groups.

Counseling available to students includes:

- Counseling & Psychological Services at Florida State University - Counseling & Psychological Services offers several services for students, including individual, group, and couples counseling, alcohol and

other drug assessments, anxiety management programs, peer to peer support, presentations, and emergency walk in appointments.

- Center for Health Advocacy and Wellness (CHAW) - The Center for Health Advocacy and Wellness provides quality, research-based wellness services and Health Promotion programs available to all FSU students. Services include sexual health, Smart Choices, tobacco cessation, consultations on a variety of topics, and wellness coaching.

- Office of Student Counseling Services - The College of Medicine Office of Student Counseling Services offers on-site and telepsychology (via Zoom) services for academic and mental health needs.

- Center for Couple and Family Therapy (CCFT) - The Florida State University Center for Couple & Family Therapy (CCFT) provides high quality counseling services to the university and surrounding community. The fees for services are established based upon a sliding scale to allow access to quality treatment. Services include relationships, work/school-related issues, couple & marital enrichment, parenting classes, substance use and abuse struggles, and grief and loss counseling.

Academic support available to students includes:

- CARE Tutoring and Computer Lab - The CARE Tutoring & Computer Lab provides encouragement and support that will enhance each students' academic success. The Lab provides academic support in small groups and individualized sessions. The staff are prepared to assist students in developing effective study skills, review materials to explore learning styles, develop self confidence in course work and reduce feelings of fear and failure.

- The Academic Center for Excellence - The Academic Center for Excellence (ACE) is a university learning center, focused on helping students develop the study skills and success habits that are necessary in a large research university and valued by future employers.

Affinity groups for students:

- Recognized Student Organizations - Florida State University has over 750 Recognized Student Organizations (RSOs) on campus.

- Campus ministries

Student Government Association (SGA) Agencies

- An agency is a programmatic division of the Executive Branch created to provide support for and education on a particular select identity group of the Florida State University whether it be based on race, ethnicity, sex, sexual orientation, gender identity, gender expression, disability, or veteran status. Current agencies include Asian American Student Union; Black Student Union; Hispanic/Latinx Student Union; Jewish Student Union; Pride Student Union; Veterans Student Union; and Women Student Union.

Affinity Groups

- Affinity Groups are voluntary associations comprised of Faculty and Staff who have common interests. They play a vital role in articulating, promoting, and supporting the needs and goals of their various communities and organizations. Current FSU Affinity Groups include Association of Chinese Professors at FSU; Black Faculty and Staff Network; LatinX Faculty Staff Network; Queer & Trans Employee Network; South Asians Noles Association; Veterans, Friends, and Family Group; and Women in STEM.

Employee Assistance Program

- The Employee Assistance Program (EAP) represents a commitment by FSU to improve the well-being of its employees through a program that provides help in dealing with personal and/or workplace difficulties. The Employee Assistance Program (EAP) incorporates several employee services including Brief Intervention/Short-term Counseling (to address personal and/or workplace concerns), Supervisor

Consults, Organizational Development/Trainings, Mediation, an Emergency Loan Fund (ELF), and Crisis Intervention

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:

Yes

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

Leslie N. Wilson-Delores Auzenne Assistantships are available for minority students (African American, Hispanic, Asian or Pacific Islander, and Native-American) pursuing a graduate degree program full-time. The assistantship carries a \$5,000 stipend, plus tuition waivers for the academic year. Holders of this award are assigned either a teaching or research assistantship appointment by their department.

The McKnight Fellowship Program is designed to address the under-representation of African American and Hispanic faculty at colleges and universities in the state of Florida by increasing the pool of citizens qualified with Ph.D. degrees to teach at the college and university level. The McKnight Doctoral Fellowship provides up to five years of funding support (with a stipend of \$12,000 plus tuition waivers and support for other fees) for newly enrolled African American and Hispanic graduate students who intend to seek a Ph.D. degree.

The FAMU Graduate Feeder Scholars Program addresses the need to increase the number of African Americans participating in advanced graduate education by affording FAMU students the opportunity to undertake advanced study in graduate programs not available at FAMU through partnering Feeder Institutions. The fellowship provides Florida A&M University graduates funding support to pursue a graduate degree at Florida State University. The award has a non-duty stipend of \$7,800 for each of the Fall and Spring semesters. The Graduate School also provides a twelve-credit hour tuition waiver for each of the Fall and Spring semesters along with the annual health insurance subsidy.

The FLORIDA-FIRST BRIGADE is a program designed to support new tenure-track assistant professors and build a research community committed to diversity and inclusive excellence. The project team plans to promote inclusive excellence in research and develop an innovative model for the next generation of FSU health-science faculty by recalibrating processes for minority recruitment, advancement, and retention at FSU.

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?: Yes

Website URL where information about the institution's support for underrepresented groups is available:

<https://diversity.fsu.edu/>

PA-8: Affordability and Access

Points Claimed: 3.13 / **Points Available:** 4.00

Criteria: Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

- Percentage of need met, on average, for students who were awarded any need-based aid
- Percentage of students graduating without student loan debt
- Percentage of entering students that are low-income
- Graduation/success rate for low-income students

Percentage of need met, on average, for students who were awarded any need-based aid: 61

Percentage of students graduating without student loan debt: 64.30

Percentage of entering students that are low-income: 26.40

Graduation/success rate for low-income students: 83.30

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

The First-Generation Matching Grant (FGEN) is a need-based award program offering grants to first degree seeking undergraduate students whose parents have not earned a bachelor's degree. Awards range per academic year based on the availability of funds. Primary consideration is given to students who meet the following eligibility requirements: 1) Student is a participant in the Center for Academic Retention and Enhancement (CARE) program; 2) Demonstrates exceptional financial need; 3) Must be a Federal Pell grant recipient; 3) Student must be a first-generation college student.

FSU operates multiple pre-college programs to prepare low-income students and families for higher education. The College Reach-Out Program (CROP) is an educational and motivational program designed to help students prepare for a successful college education. CROP is operated by the Center for Academic Retention and Enhancement (CARE), and serves schools in Leon, Gadsden, and Duval counties. Participants in CROP must be students in 6-12th grades who meet educational and economic criteria established by the State of Florida. Economic guidelines include: "Received Public Assistance," "Free and Reduced Lunch," and "Orphan or Ward."

The University Experience Program (UEP) is a free summer residential program that exposes high school students who participated in CROP to college life. During the UEP, students live on campus and attend various workshops about higher education, participate in cultural activities, tour the campus, and learn standardized test-taking strategies. Other activities hosted during the summer program in the past have

included a community service project, a talent show, and a picnic.

The Upward Bound Program at Gadsden County High School has a long-standing relationship in the community and has operated since 1989. Two additional new Upward Bound Programs, Upward Bound Jackson County and Upward Bound Math and Science Hamilton and Suwanee Valley were added to the pre-collegiate department this year. The Upward Bound Programs are designed to promote academic and eventual post-secondary success of traditionally underrepresented students. This unique opportunity exposes students to cultural and career activities and supplements their regular high school curriculum. There is no cost to the participants for the program.

The High School Partners Program aims to reduce the college access gap for historically underrepresented students at designated high schools in Duval, Gadsden, Leon, Liberty, and Orange counties.

The Educational Talent Search is a federally funded TRIO program designed to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education. The program primarily supports middle and high school students in Bay, Holmes, Franklin, and Leon counties. Eligibility is determined according to federal guidelines.

CARE, the Center for Academic Retention and Enhancement, operates to provide equity and access to students with identities traditionally underrepresented in higher education. CARE serves as partner for these students in navigating barriers that exist for them based on educational and socioeconomic circumstances.

CARE provides students with a full-time Financial Aid Specialist dedicated to assisting students and parents with financial aid matters. The CARE Financial Aid Specialist is responsible for researching, evaluating, and verifying the amount of financial aid awarded to each student, as well as assisting students with location of financial resources that can aid them in their college education.

FSU participates in the Federal Pell Grant and Federal Supplemental Education Opportunity Grant which are awarded to low-income, undergraduate, degree seeking students who have not obtained a bachelor's or professional degree. FSU also provides a Differential Florida State University Grant which is awarded to degree seeking undergraduate students who meet university need guidelines. Awards range per academic year.

FSU's Student Support Services (SSS) program is one of the eight federally funded TRIO programs designed to improve student retention, graduation, financial literacy, and overall academic success rates. FSU SSS helps meet these goals by providing academic and engagement activities for qualified students throughout their enrollment at FSU. SSS is fully funded by the U.S. Department of Education. To qualify for the SSS program, students must meet Federal Income Guidelines to qualify as low income.

The Department of Student Support and Transitions runs a food pantry for currently enrolled students who are facing food insecurity. The pantry is partnered with Second Harvest of the Big Bend to keep the shelves and freezers stocked.

Round Up for FSU is a philanthropic initiative. Round Up for FSU was launched by Florida State

University's Office of Business Services in July 2016 Up for FSU gives customers at specific campus retail locations the opportunity to "Round Up" their purchases to the nearest quarter (25¢). The difference is automatically donated to the FSU Food for Thought Student Food Pantry.

A brief description of notable policies or programs to support non-traditional students:

The FSU Childcare and Early Learning Program cares for and nurtures young children of student parents, faculty, and staff so they may pursue their studies, research and career goals knowing their children are in a safe environment that promotes life-long learning. The program provides high quality, early education, and care to 133 children, aged 6 weeks to 4 years old. The center operates 44 weeks of the year on the University's academic calendar. The center is licensed by the Florida Department of Children and Families and accredited by the National Association for the Education of Young Children.

The Childcare Means Parents in School (CCAMPIS) grant is a federal grant that supports low-income parents' participation in post-secondary education through providing campus-based childcare services. This grant allows campus-based childcare programs to offer reduced and sliding scale rates for Pell Grant eligible/recipient students and military-connected student parents, as well as additional childcare tuition discounts to low-income graduate student parents.

Website URL where information about the institution's accessibility and affordability initiatives is available: <https://care.fsu.edu/>

Data source(s) and notes about the submission:

% sourced from 2022-2023 Common Dataset - Institutional Research

INVESTMENT & FINANCE

Points Claimed: 0.00 / **Points Available:** 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system. Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

PA-9: Committee on Investor Responsibility

Points Claimed: 0.00 / Points Available: 2.00

Criteria: Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?: No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The FSU Foundation has an investment committee that oversees the investment of our endowments, but not a specific committee on investor responsibility.

Members of the CIR, including affiliations and role: n/a

Examples of CIR actions during the previous three years: n/a

PA-10: Sustainable Investment

Points Claimed: 0.00 / Points Available: 4.00

Criteria:

- Option 1: Positive Sustainability Investment - Institution invests in one or more of the following - Sustainable industries; Businesses selected for exemplary sustainability performance; Sustainability investment funds; Community development financial institutions; Socially responsible mutual funds with positive screens; Green revolving loan funds that are funded from the endowment.
- Option 2: Investor Engagement - Institution has a publicly available sustainable investment policy; Uses its sustainable investment policy to select and guide investment 178 managers; Has engaged in proxy voting to promote sustainability; or has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years; Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry or participate in a divestment effort; Engages in policy advocacy by participating in investor networks.

Total value of the investment pool: 792,734,082 US/Canadian \$

Value of holdings in each of the following categories:

	Value of holdings
Sustainable industries (e.g., renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g., a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving funds funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above: N/A

Percentage of the institution's investment pool in positive sustainability investments: 0

Does the institution have a publicly available sustainable investment policy?: No

The sustainable investment policy: n/a

Does the institution use its sustainable investment policy to select and guide investment managers?: No

A brief description of how the sustainable investment policy is applied: n/a

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?: No

A brief description of how managers are adhering to proxy voting guidelines: n/a

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?: No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years: n/a

Does the institution participate in a public divestment effort and/or have a publicly available investment policy with negative screens?: No

A brief description of the divestment effort or negative screens and how they have been implemented: n/a

Approximate percentage of endowment that the divestment effort and/or negative screens apply to: 0

Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?: No

A brief description of the investor networks and/or collaborations:

No, however the Foundation does engage in networking and benchmarking activities with peer institutions for best practices in other areas.

PA-11: Investment Disclosure

Points Claimed: 0.00 / Points Available: 1.00

Criteria: Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company and may also include proxy voting records (if applicable).

Does the institution make a snapshot of its investment holdings available to the public?: No

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	0
Investment managers and/or basic portfolio composition (i.e., asset classes), but not specific funds or companies	---

Does the institution engage in proxy voting?: No

WELLBEING & WORK

Points Claimed: 2.59 / **Points Available:** 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety, and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.00 / 3.00
Assessing Employee Satisfaction	0.31 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	1.28 / 2.00

PA-12: Employee Compensation

Points Claimed: 0.00 / Points Available: 3.00

Criteria: More than 75 percent of the institution's employees receive a living wage (benefits excluded); Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded); Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

The local living wage (based on a family of four and expressed as an hourly wage): 23.95 US/Canadian \$

Percentage of employees that receive a living wage (benefits excluded): 33.98

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?: Yes

A list or brief description of significant on-site contractors:

Aramark - Dining Services
eFollett - some retail

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts): 0

Total compensation provided to the institution's lowest paid regular, part-time, or full-time employee or pay grade meets or exceeds what percentage of the living wage?:

None of the above (i.e., the lowest paid regular employee or pay grade earns less than the living wage)

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade:

OPS employees currently make 11/hour, but this will increase to 12/hour in September of 2023. FSU's staff salary structure starts at 15.00/hour.

Website URL where information about employee compensation is available: <http://www.hr.fsu.edu/>

Data source(s) and notes about the submission:

<https://hr.fsu.edu/sections/compensation-services>
<https://hr.fsu.edu/total-rewards/compensation/total-compensation-calculator>
<https://hr.fsu.edu/article/reminder-ops-minimum-wage-increase>

total employees (all regular full-time, regular part-time, and temporary/adjunct employees (academic and non-academic staff) = 16,329

PA-13: Assessing Employee Satisfaction

Points Claimed: 0.31 / **Points Available:** 1.00

Criteria: Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?: Yes

Percentage of employees assessed, directly or by representative sample: 31.40

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

The Staff Climate Survey (SCS) is administered by the Higher Education Research Institute (HERI) at UCLA. The SCS assesses the campus climate from faculty and staff perspective to understand their perceptions, beliefs, attitudes, and experiences. 2019 was the first year the Florida State University Division of Student Affairs (DSA) participated. Human Resources provided contact information for DSA staff members. The survey was available from April 1 – 29, 2019. To ensure anonymity, we removed identifying information and HERI managed the survey distribution. Data was aggregated to protect participant identities.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

The staff climate survey informed the development of the division strategic plan, including dedicated staff resources to expand upon survey results and make recommendations to division leadership.

The University staff climate survey data is currently being analyzed; results not available at submission time.

Website URL where information about the employee satisfaction and engagement evaluation is available: <https://studentaffairs.fsu.edu/sites/g/files/upcbnu3871/files/2022-04/Climate-Survey-Report-SALT-2019-10-29.pdf>

PA-14: Wellness Program

Points Claimed: 1.00 / **Points Available:** 1.00

Criteria:

Part 1. Wellness program Institution has a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to students and/or employees.

Part 2. Smoke-free environments Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

- Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
- Prohibits smoking and tobacco use across the entire campus. Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit if the policies apply to and are followed by the institution.

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?: Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?: Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?: Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Wellness programs are available to students through FSU's Center for Health Advocacy and Wellness (CHAW), University Counseling Center, Seminole Dining, Campus Recreation, and Healthy Campus.

The Center for Health Advocacy & Wellness (CHAW) at University Health Services encourages students to make healthy lifestyle decisions that facilitate academic success and lead to life-long health and wellness. CHAW provides quality, research-based wellness services and Health Promotion programs available to all FSU students. Primary prevention efforts include power-based personal violence, high risk behaviors (alcohol, tobacco, and other drug use,) and eating disorders; while advocating for students to make healthy decisions related to nutrition, wellness, sexual health, and relationships.

Counseling & Psychological Services is fully committed to the health and wellness of FSU students. Counseling & Psychological Services aids with concerns such as homesickness, struggles with relationships, sexual identity and gender questions, cultural issues, eating and body image, substance use, worries, and depression. Counseling & Psychological Services licensed, and professionally trained staff offer counseling services to those currently enrolled at FSU in a variety of ways: through one-on-one sessions, couples' sessions, group sessions, and walk-in services for urgent situations. Because student fees cover these services, there is no out-of-pocket expense for any visit.

Seminole Dining accommodates every student's unique dietary situation by providing a worry-free dining experience. Seminole Dining provider, Aramark, acknowledges the need for allergen-free and modified diet options and strives to make sure they are available, delicious, and highly nutritious. On-site dietitians and experienced chefs apply emerging health and wellness research through 1-on-1

consultations and personalized health plans to give students the tools to meet their diet goals. The American Heart Association provides many healthy living recommendations that Aramark uses in developing their menus.

Campus Recreation is FSU's leader in creating healthy lifestyles through fitness, wellness, sports, outdoor adventures, and aquatics. Current FSU students receive access to the various facilities and programs of Campus Recreation with payment of the A&S fee assessed with tuition. Campus Recreation benefits include unlimited access to the Leach Student Recreation Center, the Fitness & Movement Clinic, the FSU Reservation Waterfront Park, and most group fitness classes. Students also receive a free 90-minute coaching session and two free personal training sessions. In addition, Intramural Sports offers over 40 team sports leagues, tournaments, and special events throughout the year. Finally, Outdoor Pursuits is FSU's outdoor adventure program. Each adventure is unique, and each offers an opportunity to develop new skills, enhance appreciation of the wilderness, adapt to new and challenging situations, and build lifelong relationships.

In addition, Florida State University was an early adopter of Healthy Campus 2010/2020 over 12 years ago. At that time, the committee determined that alcohol issues and high-risk drinking prevention were a priority and should be the main focus of the committee's efforts. In 2017, Healthy Campus shifted its focus from only five components of health to a broader perspective that incorporates the eight dimensions of wellness (environmental, emotional, financial, intellectual, occupational, physical, social, and spiritual). FSU believes that our healthy campus initiatives and programmatic efforts should ensure students understand how interconnected each of the dimensions of wellness are in promoting academic success and lead to optimal health and well-being. The focus of Healthy Campus at FSU includes alcohol; eating disorders and body image; mental health; nutrition, fitness, and sleep; sexual health; sexual violence prevention and tobacco and other drug prevention. Currently, five teams address these priority health and safety areas. Each Healthy Campus team meets monthly to address initiatives, current concerns and issues, and status of ongoing programs.

Wellness programs are available to faculty and staff in various ways, including FSU Campus Recreation and the Employee Assistance Program.

FSU Campus Recreation provides two types of membership options for FSU faculty and staff. The unlimited option provides faculty and staff with access to the Leach, FMC, Rez, and IM Facilities during regular hours of operation for \$299 annually. The early access option provides faculty and staff with time-restricted access to the Leach Center and FMC and unlimited access to other Campus Recreation facilities for \$149 annually. In addition, Campus Recreation offers the Start to Fitness 2.0 program for faculty and staff. The 10-week, small group personal training program pairs a 4-person team with a nationally certified personal trainer to identify and meet their fitness goals. At each training session, the personal trainer provides guidance to their team on using specific fitness equipment, knowledge on how to meet shared fitness goals, and motivates everyone throughout the entire program.

The Employee Assistance Program (EAP) incorporates several employee services including Brief Intervention/Short-term Counseling (to address personal and/or workplace concerns), Supervisor Consults, Organizational Development/Trainings, Mediation, an Emergency Loan Fund (ELF), and Crisis Intervention. The mission of the Employee Assistance Program is to contribute to a healthier work environment by assisting individuals with personal issues and by consulting with supervisors on individual employee and group concerns. Services include brief intervention and short-term counseling,

supervisor consults, organizational development (team building, conflict communication skills, etc.), mediation services, debt management, and the Emergency Loan Fund.

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:
Yes

Does the institution restrict outdoor smoking?: Yes

Does the institution prohibit smoking and tobacco use across the entire campus?: Yes

The institution's smoke-free policy:

Effective January 1, 2014, tobacco use, including simulated tobacco use, is prohibited on property, interior and exterior, owned or managed by Florida State University within the state of Florida. Limited exceptions to this policy are outlined below.

No tobacco use will be permitted in university facilities, common or private work areas, elevators, hallways, garages, restrooms, dining areas, employee lounges, conference, and meeting rooms, and all other enclosed or semi-enclosed areas. Additionally, no tobacco use will be permitted in outdoor areas including parking lots, parking garages, grounds, rooftops, plazas, courtyards, entrance/exit ways, university-owned or -leased vehicles, and any other indoor or outdoor areas owned or managed by the university.

This policy applies to all Florida State University students, employees, consultants, contractors, visitors and external individuals, companies renting university-owned space, and property owned or managed by Florida State University within the state of Florida.

<https://policies.vpfa.fsu.edu/policies-and-procedures/facilities-space/university-smoking-policy>

Data source(s) and notes about the submission:

Wellness: <https://chaw.fsu.edu/>

Counseling & Psychological Services: <https://counseling.fsu.edu/>

Seminole Dining: <https://seminoledining.campusdish.com/HealthAndWellness>

Campus Recreation: <https://campusrec.fsu.edu/>

Healthy Campus: <https://healthycampus.fsu.edu/>

Employee Assistance Program: <https://eap.fsu.edu/>

PA-15: Workplace Health and Safety

Points Claimed: 1.28 / **Points Available:** 2.00

Criteria: Institution has an occupational health and safety management system (OHSMS); Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

Does the institution have an occupational health and safety management system (OHSMS)?: Yes

A brief description of the key components of the custom OHSMS:

Management and employee participation through development and implementation of policies and procedures, active engagement, and a commitment to a healthy and safe workplace for employees, and compliance with health, safety and environmental laws and regulations.

- System Wide Illness and Injury Prevention - Written programs, training, safety concerns reporting, safety analysis (trending and job safety), hazard identification and mitigation, routine inspections (workplace and equipment), incident reporting and investigation, and emergency response and planning.

All employees at Florida State University must complete new employee orientation training and ongoing training that provide opportunities for employees to advise on health and safety programs. Employees are encouraged to report unsafe acts/conditions and near misses to supervisors, Health & Safety staff, either directly or anonymously through an online reporting tool and the University ethics hotline.

Programs administered by the Environmental Health and Safety Department are as follows.

- Biological Safety
- Industrial Hygiene
- Building Code
- Laboratory Safety
- Chemical Safety
- Radiation Safety
- Environmental Compliance
- Risk Management & Insurance
- Fire Safety

Annual number of recordable incidents of work-related injury or ill health: 89

Full-time equivalent of employees: 7,079

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health:

OSHA 1904.7(a)

Basic requirement. You must consider an injury or illness to meet the general recording criteria, and therefore to be recordable, if it results in any of the following: death, days away from work, restricted work or transfer to another job, medical treatment beyond first aid, or loss of consciousness. You must also consider a case to meet the general recording criteria if it involves a significant injury or illness diagnosed by a physician or other licensed health care professional, even if it does not result in death, days away from work, restricted work or job transfer, medical treatment beyond first aid, or loss of consciousness.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees: 1.26

Website URL where information about the occupational health and safety program is available:

<https://www.safety.fsu.edu/>

INNOVATION & LEADERSHIP

Points Claimed: 4.00 / **Points Available:** 4.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS. Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by existing credit.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however, the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
Academy-Industry Connections	0.25 / 0.50
Bicycle Friendly University	0.00 / 0.50
Campus Pride Index	0.25 / 0.50
Carbon Mitigation Project Development	0.00 / 0.50
Center for Sustainability Across the Curriculum	0.00 / 0.50
Diversity and Equity Recognition	0.50 / 0.50
Energy System Certification	0.00 / 0.50
Fair Trade Campus	0.00 / 0.50
Food Bank	0.50 / 0.50
Green Athletics	0.25 / 0.50
Green Event Certification	0.00 / 0.50
Green Laboratory Program	0.50 / 0.50
Pay Scale Equity	0.00 / 0.50

Pest Management Certification	0.00 / 0.50
Sanctuary Institution	0.00 / 0.50
Spend Analysis	0.00 / 0.50
Sustainability Projects Fund	0.50 / 0.50
Textbook Affordability	0.50 / 0.50
Voter Education and Support	0.50 / 0.50
Innovation A	0.50 / 0.50
Innovation B	0.50 / 0.50

IN: Academy-Industry Connections**Points Claimed: 0.25 / Points Available: 0.50**

Criteria: Institution has published policies or guidelines governing industry-sponsored research that preserve academic freedom, autonomy, and integrity, and manage potential conflicts of interest.

Does the institution require that all significant consulting contracts be reported to a standing committee charged with reviewing and managing individual and institutional conflicts of interest?: Yes

The policy language that requires that all significant consulting contracts be reviewed for conflicts of interest:

7A-3 POLICY ON AUTHORSHIP AND RESEARCH INTEGRITY**Financial Conflicts of Interest**

Authors shall fully disclose, in all manuscripts to journals, grant applications, and at professional meetings, all relevant financial interests that could be viewed as a potential conflict of interest or as required by the university and/or journal. All such financial interests must also be reported internally as required by the university's conflict of interest policies.

In addition to Federal financial conflict of interest disclosure regulations, Florida State University and the State of Florida have established regulations prohibiting conflicts of interest.

The Office of Faculty Development and Advancement issues an annual outside activity memorandum that includes a reminder and instructions for using the Conflict Administration Management System (CAMS).

Florida State University uses the Conflict Administration Management System (CAMS) to report, approve, and manage outside activity/employment, as well as financial disclosures for employees at Florida State. The system is also used to identify and manage conflicts of interest within research activities and has components which integrate with the RAMP Grants and RAMP IRB modules. CAMS provides the following features and benefits, including:

- automated COI processes and workflow
- streamlined disclosure forms
- early flagging and resolution of potential conflicts
- elimination of redundant data input
- tracking of compliance and improvement of response rates
- fostering of a culture of transparency

CAMS implementation requires expertise and involvement from key stakeholders throughout the campus community. Since the system has a university-wide impact, governance includes representation from many colleges and central offices to help guide the system administration and offer input on significant policy concerns. CAMS Project Champions have been recruited from central offices, colleges, and centers across campus. These employees help us communicate to stakeholders' wit

Does the institution prohibit faculty, staff, students, postdoctoral fellows, medical residents, and other academic professionals from engaging in industry-led "ghostwriting" or "ghost authorship"?: Yes

The policy language that prohibits industry-led “ghostwriting” or “ghost authorship”:

7A-3 POLICY ON AUTHORSHIP AND RESEARCH INTEGRITY

Unacceptable Authorship

Guest, gift, and ghost authorship are all inconsistent with the definition of authorship and are unacceptable and a violation of this policy. Guest (honorary, courtesy, or prestige) authorship is defined as granting authorship out of appreciation or respect for an individual, or in the belief that expert standing of the guest will increase the likelihood of publication, credibility, or status of the work. Gift authorship is credit, offered from a sense of obligation, tribute or dependence, within the context of an anticipated benefit, to an individual who has not contributed to the work.

Does the institution prohibit participation in sponsored research that restricts investigator access to the complete study data or that limits investigators’ ability to verify the accuracy and validity of final reported results?: No

Does the institution ban confidential corporate research?: No

Website URL where information about the institution’s policies regarding industry-sponsored research is available: <https://www.research.fsu.edu/research-compliance/conflict-of-interest/>

Data source(s) and notes about the submission:

<https://regulations.fsu.edu/sites/g/files/upcbnu486/files/policies/research/FSU%20Policy%207A-3.pdf>

The mission of the Office of Research Compliance Programs (ORCP) is to ensure University compliance with federal, state, and local regulations regarding research. The ORCP is responsible for the development, oversight and monitoring of the research compliance program for Florida State University. FSU's research compliance program encompasses all areas that support or relate to FSU's research and creative activities, including (but not limited to) conflicts of interest, drones, export controls, research data, research misconduct, responsible conduct of research, compliance training, and foreign influence.

FSU research is reviewed and managed for conflicts of interest and prohibits ghost-authorship. FSU's Ethics and Compliance Hotline is a simple anonymous way to report activities that involve certain suspected misconduct or violations of FSU policies and procedures, regulations, or state and federal laws. Failure to comply results in review by the Office of Research Compliance.

Contract negotiations are handled by either Sponsored Research Administration (SRA) or FSU Research Foundation (FSURF). Sponsored Research Administration (SRA) is responsible for pre- and post-award functions of the university for awards with U.S. public funding (federal, state, and local governments) and U.S. public funding that is flowed through private organizations. The Florida State University Research Foundation (FSURF) is a not-for-profit corporation that serves as the principal conduit for the Office of Commercialization, whereby the products of university research are made available to the marketplace.

IN: Bicycle Friendly University

Points Claimed: 0.00 / Points Available: 0.50

Points maxed out but university meets criteria.

Criteria: Institution is currently recognized by one of the following:

- League of American Bicyclists: Bicycle Friendly University
- Mouvement Velosympathique (Quebec)
- Share the Road (Canada)
- Cycle Friendly Employer (CFE-UK)
- An equivalent third-party certification program for cycling infrastructure and support approved by AASHE.

Is the institution currently recognized by one of the following bicycle-friendly recognition programs?:

	Yes or No
League of American Bicyclists: Bicycle Friendly University	Yes
Mouvement Velosympathique (Quebec)	No
Share the Road (Canada)	No
Cycle Friendly Employer (CFE-UK)	No
An equivalent third-party certification program for cycling infrastructure and support	No

Which of the following best describes the institution's bicycle-friendly recognition level?:

At mid-level or below

Website URL affirming the bicycle-friendly recognition:

https://bikeleague.org/sites/default/files/BFU_Award_List_2021_ALL_BY_STATE.pdf

Data source(s) and notes about the submission:

FSU received Silver Certification as a Bicycle Friendly University in 2021 and continues to invest in bicycle infrastructure campus wide. Bicycle racks are available outside of almost every building on campus and monitored by the FSU Police Department. All Seminole Express and StarMetro buses are equipped with easy-to-use bike racks, so the FSU community can bring their bicycles with them anywhere they need to go.

Sustainable Campus and Transportation and Parking Services have partnered with the American Bicycle Education Association to offer CyclingSavvy for free to FSU students, faculty, and staff. CyclingSavvy is a nationwide cycling safety program that has helped thousands of cyclists learn skills and strategies that make cycling safer and more accessible for everyone. The basics course introduces key concepts for riding safely and confidently while commuting to and around campus.

FSU has several bicycle advocacy groups on campus including: the Transportation Advisory Group and a student bike club. Transportation and Parking Services offers a plethora of bike information including registering your bike with FSUPD, bike maintenance, and how to use StarMetro's bus bike rack. FSU also has a reCycle Bike program where students can rent bikes at low costs, take part in education classes, group rides, or utilize the free repair service at mobile fix-it events.

<https://news.fsu.edu/news/university-news/2021/03/02/fsu-named-a-silver-level-bicycle-friendly-university-by-the-league-of-american-bicyclists> <https://sustainablecampus.fsu.edu/students/get-involved/recycle-bike>

<https://sustainablecampus.fsu.edu/resources/cyclingsavvy>

<https://transportation.fsu.edu/bicycles>

IN: Campus Pride Index

Points Claimed: 0.25 / **Points Available:** 0.50

Criteria: Institution is currently rated at above mid-level by the Campus Pride Index or an equivalent third-party recognition program for *LGBTQ+* friendly practices approved by AASHE.

Which of the following best describes the institution's LGBTQ+ friendly recognition level?:

Above mid-level

Website URL where documentation affirming the LGBTQ+ recognition is available:

<https://www.campusprideindex.org/campuses/details/3218?campus=florida-state-university>

Data source(s) and notes about the submission:

FSU's LGBTQ -inclusive policies, programs, and practices include:

The development of the President's Council on Equity, Diversity & Inclusion fully embraces the mission of enhancing diversity and inclusiveness throughout the entire campus community. The Council works to ensure that FSU creates and maintains a diverse, inclusive, and equitable campus for all members of the Florida State University community. The Council's primary charge is to advance initiatives in support of the goals outlined in the Strategic Plan, approved by the Board of Trustees in October 2017, as well as the approved recommendations produced by the 2020-2021 President's Taskforce on Anti-Racism, Equity, and Inclusion.

The Queer & Trans Employee Network (QTEN) is an affinity group for all LGBTQ+ employees at FSU. QTEN promotes an inclusive and affirming campus climate for all employees and students, remaining specifically aware of the experiences of employees who identify as queer or trans, while recognizing and honoring their multiple and layered identities. The network serves as a resource for members, promotes positive relationships among members of the network and community, and increases visibility for the LGBTQ+ community on campus while respecting members' rights to privacy.

FSU's Allies & Safe Zone program offers nine workshops regularly throughout the school year for students, faculty, and staff. The trainings are presented as intensive three-hour, in-house sessions focused on ally-ship and contemporary issues related to the LGBTQ community.

Established in 1969, the Pride Student Union is Florida State University’s largest and most prominent LGBTQ+ student-run organization. It is one of the six Executive Agencies of the Student Government Association. The Union’s mission is to advocate for, empower, and provide community spaces for lesbian, gay, bisexual, transgender and queer people in Tallahassee.

FSU also provides resources on personal gender pronoun options, all gender restrooms around campus, transgender etiquette, and campus housing options specifically for LGBTQ+ students.

IN: Carbon Mitigation Project Development

Points Claimed: 0.00 / **Points Available:** 0.50

Criteria: Institution has actively participated in carbon mitigation efforts beyond its campus boundary during the previous three years by developing one of the following types of offset projects:

- *Peer reviewed offset* project. Institution has developed a peer reviewed carbon offset project that follows an existing carbon reduction protocol.
- *Innovative offset* project. Institution has developed an innovative carbon offset project that follows a new or modified project protocol.

During the previous three years, the institution has:

	Yes or No
Developed a peer reviewed carbon offsets project that follows an existing carbon reduction protocol	No
Developed an innovative carbon offsets project that follows a new or modified project protocol	No

A brief description of the institution’s carbon mitigation projects: n/a

IN: Center for Sustainability Across the Curriculum

Points Claimed: 0.00 / **Points Available:** 0.50

Criteria: Institution has, within the previous three years:

- Served as an AASHE Center for Sustainability Across the Curriculum, OR
- Offered one or more professional development opportunities (e.g., a workshop) on sustainability in the curriculum for academic staff (i.e., faculty members) from multiple institutions.

A brief description of the institution’s professional development opportunities on sustainability in the curriculum: n/a

Have academic staff from other institutions participated in the professional development opportunities on sustainability with the previous three years?: No

IN: Diversity and Equity Recognition

Points Claimed: 0.50 / **Points Available:** 0.50

Criteria: Institution has been formally recognized for leadership in diversity, equity, and/or inclusion during the previous three years by.

- Athena SWAN Charter (Advance HE)
- Award for Diversity and Inclusion (NCAA and MOAA)
- Canada's Best Diversity Employers
- Diversity Champion (INSIGHT Into Diversity magazine)
- Diversity Index of 0.70 or higher (U.S. News)
- Inclusion Cultivates Excellence Award (CUPA-HR)
- Institutional Excellence Award (National Association of Diversity Officers in Higher Education)
- Race Equality Charter (Advance HE)
- An equivalent national or international third-party recognition program for leadership in diversity, equity, and/or inclusion approved by AASHE

Has the institution been formally recognized for leadership in diversity, equity, and/or inclusion during the previous three years by a national or international program? : Yes

A brief description of the diversity, equity, and/or inclusion recognition:

In 2021, FSU received the Higher Education Excellence in Diversity (HEED) Award, which recognizes U.S. colleges and universities that demonstrate a commitment to diversity and inclusion, with a sustainable impact on the campus community and culture. FSU has received this award from 2014-2021.

Website URL where documentation affirming the diversity, equity, and/or inclusion recognition is available: <https://www.insightintodiversity.com/about-the-heed-award/2021-recipients/>

IN: Energy System Certification

Points Claimed: 0.00 / **Points Available:** 0.50

Criteria: Institution has an *energy management system* (EMS) or electricity delivery system (e.g., microgrid) that is currently certified under ISO 50001, PEER, or an equivalent national or international standard approved by AASHE.

Does the institution have an energy management system or electricity delivery system that is currently certified under ISO 50001, PEER, or an equivalent national or international standard approved by AASHE?: No

A brief description of the institution's certified energy system A brief description of the institution's certified energy system and the national or international standard under which it is certified: n/a

IN: Fair Trade Campus

Points Claimed: 0.00 / Points Available: 0.50

Criteria: Institution is currently designated as a Fair-Trade College or University by Fairtrade International/FLO and its members (e.g., Fairtrade Canada) or Fair-Trade Campaigns USA.

Is the institution currently designated as a Fair-Trade College or University?: No

IN: Food Bank

Points Claimed: 0.50 / Points Available: 0.50

Criteria: Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger, and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger, and poverty among students?: Yes

A brief description of the food bank, pantry, or equivalent resource:

The Department of Student Support and Transitions runs a food pantry for currently enrolled students facing food insecurity. The pantry is partnered with Second Harvest of the Big Bend to keep the shelves and freezers stocked.

Website URL where information about the food bank is available: <https://dsst.fsu.edu/resources/food-for-thought-pantry>

IN: Green Athletics

Points Claimed: 0.25 / Points Available: 0.50

Criteria: Institution has an active green athletics program through which it engages the community around issues of sustainability. The program includes at least three of the following:

- Zero waste and/or carbon neutral athletic events
- A stadium or arena is certified under a green building rating system.
- A sustainable food and beverage purchasing program that includes athletic event vendors and concessions.

- A program to minimize the sustainability impacts of turf management, e.g., by installing low input turfgrass or environmentally preferable artificial turf (e.g., 100 percent recyclable or Cradle to Cradle certified)
- A program to support more sustainable transportation options for athletic events.
- Community engagement efforts, e.g., to educate students and fans/supporters about the institution’s sustainability initiatives.
- An athletic team certification program (i.e., an internal program to formally recognize sports teams that integrate sustainability into their culture and practices)

Does the institution’s green athletics program include the following?:

	Yes or No
Zero waste and/or carbon neutral athletic events	No
A stadium or arena certified under a green building rating system	Yes
A sustainable food and beverage purchasing program that includes athletic event vendors and concessions	No
A program to minimize the sustainability impacts of turf management (e.g., by installing low input turfgrass or environmentally preferable artificial turf)	Yes
A program to support more sustainable transportation options for athletic events	Yes
Community engagement efforts, e.g., to educate students and fans/supporters about the institution’s sustainability initiatives	Yes
An athletic team certification program	No

A brief description of the institution’s green athletics program:

The Mike Long Human Performance Lab and Track Facility is LEED Silver (NC 2.2), completed in 2009.

Green Athletics incorporates many programs and offices across campus. Throughout these diverse programs and offices, FSU athletics is participating in sustainability as supported through the university.

Athletics Grounds minimizes the use of chemical fertilizers and potable water use on athletic fields. Field maintenance is of high importance; thus, watering is done at optimal times to minimize harm to grass from sun exposure.

The sustainability page on the FSU Gameday app contains Green Tips for all visitors on campus and students specific to gameday including how to recycle and alternative transportation including: bike, pedi-cab, and bus.

Each football and basketball season, the Garnet & Gold Goes Green recycling program continues to increase recycling efforts in and around the stadium. In the past 12 seasons, G4 has collected over 200

TONS of recyclable material. Every gameday, 30-50 student volunteers collect recycling and talk with tailgaters about the importance of recycling.

Website URL where information about the green athletics program is available:

<https://sustainablecampus.fsu.edu/get-involved/programs-events/garnet-gold-goes-green-g4>

IN: Green Event Certification

Points Claimed: 0.00 / **Points Available:** 0.50

Points maxed out but university meets criteria.

Criteria: Institution has or participates in a green event certification program and has held one or more certified events in the previous year. The certification program addresses at least three of the following:

- Sustainable transportation options, teleconferencing options, and/or carbon offsets
- Sustainable catering (e.g., sourcing local and third-party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)
- Paper consumption (e.g., minimization and recycled/FSC certified content)
- Energy efficiency (e.g., equipment and lighting)
- Waste minimization and diversion
- Communications and/or signage about the sustainable practices

Does the institution have or participate in a green event certification program?: Yes

Does the institution's green event certification program address the following?:

	Yes or No
Sustainable transportation options, teleconferencing options, and/or carbon offsets	Yes
Sustainable catering (e.g., sourcing local and third-party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)	Yes
Paper consumption (e.g., minimization and recycled/FSC certified content)	Yes
Energy efficiency (e.g., equipment and lighting)	Yes
Waste minimization and diversion	Yes
Communications and/or signage about the sustainable practices	Yes

A brief description of the institution's green event certification program:

Sustainable Campus provides a Green Your Event Planning Guide for students and staff to learn how to minimize the impact of their events. The Office of Student Sustainability hosts workshops to assist student groups in incorporating sustainability into the event planning process. Groups/offices/clubs

reach out to Sustainable Campus for support in planning a green event. After a group/office/or club commits to and incorporates these green strategies, they become Green Event Certified.

Website URL where information about the green event certification program is available:

<https://sustainablecampus.fsu.edu/resources/green-event-guide>

IN: Green Laboratory Program

Points Claimed: 0.50 / Points Available: 0.50

Criteria: Institution has or participates in a green laboratory program that covers at least three of the following:

- Energy conservation and efficiency, e.g., fume hood ("shut the sash") and freezer maintenance programs.
- Water conservation and efficiency
- Chemical use and disposal
- Materials management, e.g., green purchasing guidelines and recycling and reuse programs
- Training event(s) for lab users on sustainable practices

Does the institution have or participate in a green laboratory program?: Yes

Does the institution's green laboratory program address the following?:

	Yes or No
Energy conservation and efficiency, e.g., fume hood ("shut the sash") and freezer maintenance programs	Yes
Water conservation and efficiency	Yes
Chemical use and disposal	Yes
Materials management, e.g., green purchasing guidelines and recycling and reuse programs	Yes
Training for lab users on sustainable practices	Yes

A brief description of the institution's green laboratory program:

FSU supports researchers in creating a more sustainable lab using My Green Labs resources. FSU researchers are invited to take a survey of their current practices and consult with FSU Facilities representatives to address areas for improvement, which could include repairs made to adjust equipment to minimize energy usage. FSU Facilities has developed signage and marketing to researchers and lab assistants in areas of "shut the sash", proper use and disposal of chemicals, energy and water conservation, and recycling of unwanted materials. FSU is committed to reducing the footprint of

research facilities, promoting sustainability at every level. In the current Strategic Plan, FSU has highlighted the importance of climate action through the Green Labs program.

Through the support of an FSU Green Fund Project Grant, the Chemistry & Biochemistry Department enacted the first glove-recycling program at FSU. During the Spring 2022 semester, students purchased Teracycle boxes for six floors of research laboratories in the department and collected 48.3 lbs. of gloves over 80 days, which is the equivalent weight of 68 boxes of VWR single use gloves.

Website URL where information about the green laboratory program is available:

<https://www.mygreenlab.org/>

Data source(s) and notes about the submission:

<https://www.mygreenlab.org/>

<https://sustainablecampus.fsu.edu/blog/chemistry-biochemistry-department-sustainably-disposes-single-use-lab-plastics>

IN: Pay Scale Equity

Points Claimed: 0.00 / Points Available: 0.50

Criteria: Institution has a maximum compensation scale ratio of 1:15, where 1 represents the compensation of the lowest-paid full-time employee and 15 represents the compensation of the highest paid senior administrator (e.g., president or chancellor).

The factor by which the compensation of the highest compensated senior administrator exceeds that of the lowest compensated full-time employee: 28.74

Documentation supporting the institution's reported pay scale ratio:

The lowest compensated full-time employee has a salary of \$31,320.
The Athletic Director has a salary of \$900,000.

IN: Pest Management Certification

Points Claimed: 0.00 / Points Available: 0.50

Criteria: Institution's integrated pest management (IPM) program and/or contractor is currently certified under one or more of the following programs:

- EcoWise
- GreenPro
- Green Shield
- An equivalent third-party certification program for IPM approved by AASHE.

Is the institution's integrated pest management (IPM) program or contractor currently certified under the following programs?:

	Yes or No
EcoWise	No
GreenPro	No
Green Shield	No
An equivalent third-party certification program for IPM approved by AASHE	No

IN: Sanctuary Institution

Points Claimed: 0.00 / **Points Available:** 0.50

Criteria: Institution is formally designated or officially self-declared as an *institution of sanctuary* (a.k.a. a sanctuary campus).

Has the institution been formally designated as an institution of sanctuary by Universities of Sanctuary (UK), University of Sanctuary Ireland, or an equivalent third-party recognition program?: No

A brief description of the institution's policies and programs to welcome, support, and protect asylum seekers, refugees, and/or undocumented immigrants:

Under Florida law it is possible for U.S. Citizens with undocumented parents/guardians, lawful Permanent Residents, and certain non-U.S. Citizens to be classified as Florida residents for tuition paying purposes. A waiver of out of state tuition is possible for undocumented and DACA students who graduate from a Florida high school. Eligibility for the waiver is determined based upon evidence of attendance at a Florida secondary school for three consecutive years immediately prior to graduation and application for admission to an institution of higher education within 24 months of high school graduation. The Office of Admissions actively works to provide waivers to known DACA students and those foreign nationals who do not indicate their legal status on the application for admission.

IN: Spend Analysis

Points Claimed: 0.00 / **Points Available:** 0.50

Criteria: Institution has conducted a *spend analysis* to assess the sustainability impacts of its purchasing across commodity categories and identified and prioritized opportunities for improvement. Examples include supply-chain carbon footprint analysis and related methodologies that address the environmental, social, and economic performance of the institution's products and suppliers.

The analysis covers at least 25 percent of the institution's total expenditures and has been conducted or updated during the three years prior to the anticipated date of submission.

Estimated proportion of the institution's expenditures that have been subject to a sustainability-related spend analysis: Less than 25 percent

A brief description of the institution's sustainability-related spend analysis:

The suppliers that are the most addressable for us and who have the most predictable year-to-year spend are the contracted suppliers in our eProcurement punchout catalog, SpearMart, most of which we typically have at least \$75K+ in spending annually. Spending with these suppliers is currently our identified and prioritized opportunities for improvement. Most of our other spending is on suppliers who are either non-addressable (utilities, for example), services or software-based, or suppliers who are not consistently providing us with the same portfolio of products year-to-year. Last fiscal year, spending with these addressable punchout catalog suppliers was \$32.4M, which was 6.1% of FSU's total spend of \$530.7M.

The end-user shopping experience (when departments here at FSU want to make purchases) is logging in to our online marketplace, SpearMart, and accessing these supplier catalogs whose user interfaces are controlled by these suppliers. When we have business reviews with these suppliers, we encourage them to promote sustainable products on the front pages of their catalogs. Additionally, we encourage these suppliers to configure their catalogs to suggest alternative "green" products that departments can purchase instead of other items that might come up in their search results or be added to their shopping carts.

IN: Sustainability Projects Fund

Points Claimed: 0.50 / **Points Available:** 0.50

Criteria: Institution has a dedicated fund (e.g., a *green fund*) to support campus sustainability projects.

The fund is ongoing (i.e., not a one-time award or grant) and includes a multi-stakeholder decision-making process to determine which projects receive funding.

Name of the institution's sustainability projects fund: Green Fund

Which of the following best describes the primary source of funding for the sustainability projects fund?:
Donation driven

Year the institution's sustainability projects fund was established: 2015

A brief description of the institution's sustainability projects fund:

The Green Fund accepts proposals from FSU students, staff, and faculty members. Projects must align with FSU Sustainability Strategic Plan goals and should result in high-impact experiences for the campus community. Funds can be used to support infrastructure development (on-campus only), research, and educational programming that take place at FSU or in the Tallahassee area. Applications are reviewed

twice a year, once in the fall semester and once in the spring semester. There is no set award amount for Green Fund Project Grants. Historically, awards have ranged from under \$100 to \$5,000.

A brief description of the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

Green Fund grant proposals are reviewed by the Sustainable Campus staff and relevant campus partners. Proposals are evaluated based on the following considerations: 1) Contribution to FSU Sustainability Strategic Plan goals; 2) Enhancement of the campus experience; 3) Opportunity for experiential learning; 4) Long-term maintenance and oversight requirements; 5) Feasibility of implementation; and 6) Cost-effectiveness of budget.

Website URL where information about the sustainability projects fund is available:

<https://sustainablecampus.fsu.edu/green-fund>

IN: Textbook Affordability

Points Claimed: 0.50 / Points Available: 0.50

Criteria: Institution supports textbook affordability by:

- Hosting a peer-to-peer textbook exchange program, *textbook lending library*, or an *alternate textbook project* covering multiple divisions or departments; AND/OR
- Providing incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of *open access textbooks* (or alternate textbooks composed of *open educational resources*). The incentives may include honors, fellowships, titles, monetary rewards, and/or release time.

Does the institution host a peer-to-peer textbook exchange program, textbook lending library, or alternate textbook project?: Yes

A brief description of the textbook exchange program, textbook lending library, or alternate textbook project:

FSU Libraries hosts the eTextbook Program. This program supplements our current OER (open educational resource) efforts in providing students with online access to course materials available at no-cost through FSU Libraries. It also provides support for instructors interested in identifying eBooks and eResources for use in courses.

Does the institution provide incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks?: Yes

A brief description of the incentives to encourage the authorship, peer review, and/or adoption of open access textbooks:

FSU Libraries' Alternative Textbook Grants support FSU instructors in replacing commercial textbooks with open educational resources, open textbooks, or library-licensed eResources that are available to students at no cost. FSU Libraries offers grants of \$1000 to instructors during the academic year. Additional funding may be available for those publishing new open textbooks. Studies show students have similar or increased success and engagement in courses with open materials. Openly licenses materials support academic freedom and learning outcomes, allowing instructors and students to contribute to knowledge exchange in new, meaningful ways.

Website URL where information about the textbook affordability incentives is available:

<https://www.lib.fsu.edu/etextbook>

Data source(s) and notes about the submission:

<https://www.lib.fsu.edu/etextbook>

<https://www.lib.fsu.edu/teaching-and-learning/course-materials/etextbook-information>

<https://www.lib.fsu.edu/research-and-publish/open-education-resources>

From July 6, 2019, to July 6, 2022, Florida State University published 9,802 outputs according to Web of Science. The percentage of published outputs available via Open Access during that time was 45.2% (which includes both OA published articles and repositories). Finally, the percentage of published outputs available as accepted manuscripts in repositories was about 10.5%.

It should be noted that it is difficult to pin down the percentage of outputs provided in a repository. Accepted manuscripts were selected specifically because repositories are frequently used to provide accepted manuscripts as an alternative to paywalled articles. The data is limited to what is indexed by Web of Science and identified via their partnership with OurResearch.

IN: Voter Education and Support

Points Claimed: 0.50 / Points Available: 0.50

Criteria: Institution has been recognized by/as one of the following during the previous three years:

- Voter Friendly Campus (U.S.),
- ALL IN Campus Democracy Challenge (Silver level or higher) (U.S.), OR
- An equivalent, external voter education and support recognition program approved by AASHE.

Has the institution earned the following during the previous three years? :

	Yes or No
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Voter Friendly Campus (U.S.)	Yes
ALL IN Campus Democracy Challenge (Silver level or higher) (U.S.)	Yes
An equivalent, external voter education and support recognition program approved by AASHE	---

Website URL where information affirming the institution's recognition for voter education and support is available: <https://vote.fsu.edu/>

Data source(s) and notes about the submission:

- <https://www.voterfriendlycampus.org/campus-designees>
- <https://allinchallenge.org/campuses/florida-state-university/>

IN: Innovation A

Points Claimed: 0.50 / **Points Available:** 0.50

Criteria: Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a *sustainability challenge* and is not covered by an existing credit.

Name or title of the innovative policy, practice, program, or outcome:

All electric bus fleet

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

In 2019, Florida State signed a 10-year contract with Star Metro, the city of Tallahassee's public bus system, to operate an all-electric university bus fleet. FSU replaced 15 diesel-powered buses with revolutionary battery-electric models that are more environmentally friendly and cheaper to operate.

The buses are custom-built by Proterra, a leading manufacturer of heavy-duty electric vehicles based in Burlingame, California, and they are designed to meet specific usage needs around FSU's campus. The FSU model is the 35-foot Proterra Catalyst XR+ Series with a seating capacity of 28 people. It releases zero greenhouse gas emissions, uses no liquid fuels, requires no oil changes, and operates with 30 percent fewer parts than a traditional bus.

Each year, Florida State's new bus fleet is expected to eliminate more than 5 million pounds (about 2267960 kg) of carbon emissions. Over the fleet's lifespan, it is projected to save about \$10 million in fuel and maintenance costs.

The electric buses, constructed with lightweight and durable carbon-fiber-reinforced composites, cover all routes on FSU's Seminole Express and Nite Nole transit services. The models comply with the Americans with Disabilities Act and include an ADA-sanctioned wheelchair ramp.

Florida State's new fleet is designed to operate up to 18 hours a day with recharging throughout the day. Proterra installed two fast-charging power stations on campus, one near Doak Campbell Stadium

and another on Stadium Drive, that deliver a recharge in minutes. Proterra has studied all of FSU's bus routes and tailored the vehicles to meet the schedule. The routes are organized to allow each bus to get recharged several times a day.

Florida State's all-electric bus fleet will expand in the future. In the fifth year of the contract, FSU will add three more buses, bringing the total number to 21. After seven years, another four will join the fleet.

This transition to electric-vehicle technology paves the way for Florida State to meet changing transportation needs on campus, while cultivating a healthier environment for the FSU community with clean, quiet buses.

The website URL where information about the innovation is available:

<https://news.fsu.edu/news/university-news/2019/02/14/fsu-electric-buses/>

IN: Innovation B

Points Claimed: 0.50 / **Points Available:** 0.50

Criteria: Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a *sustainability challenge* and is not covered by an existing credit.

Name or title of the innovative policy, practice, program, or outcome:

Community Waste Station

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

FSU's Sustainability Action Plan identifies Waste Minimization as a strategic initiative to reduce our overall footprint and build a university-wide culture of environmental care.

In 2020, FSU's Community Waste Station program was implemented to transition the Tallahassee campus from desk-side servicing of waste to self-sorting of waste. Each community waste station consists of a set of three labeled bins (including paper recycling, bottles and cans recycling, and landfill waste) to help community members separate trash items into their respective waste streams.

This change was made because research shows that self-sorting waste increases recycling rates and decreases the total amount of waste generated while desk-side servicing leads to higher contamination rates and more landfill waste.

Having a single decision point for disposal has been demonstrated to make it easier for individuals to make the best choice for their waste. Community waste stations also reduce the number of plastic bags needed for the thousands of bins across campus, which results in less plastic waste and significant cost savings. Other colleges and universities that have implemented similar programs have seen a recycling rate increase of 15-55% and have diverted hundreds of tons from the landfill.

FSU's Community Waste Station program resulted in operational changes, specifically the removal of deskside bin service and the creation of standardized waste collection stations across campus. The program also increased outreach and educational endeavors to foster personal responsibility and participation in managing our campus waste streams.

In addition, the program helped the university take aggressive steps to prevent the spread of disease, such as COVID-19, by minimizing individual interactions while also enhancing existing cleaning and disinfection practices. Community waste stations allowed for reduced contact between individuals and increased time spent disinfecting shared spaces.

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

<https://www.facilities.fsu.edu/depts/wastemanagement/communitywastestation.php>