Wake Forest University

**STARS REPORT**

Date Submitted: Jan. 28, 2011  
Rating: Silver  
Score: 53.05  
Online Report: Wake Forest University  
STARS Version: 1.0
Wait, Wait! Don’t Print Me!

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- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

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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 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.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – 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.

STARS 1.0, which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

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** 53.05  
**Rating:** Silver

## Education & Research (44.97%)

<table>
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<th>Category</th>
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<td>Co-Curricular Education</td>
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<tr>
<td>Curriculum</td>
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<td>Research</td>
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## Operations (35.93%)

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<td>Energy</td>
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## Planning, Administration & Engagement (75.24%)

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## Innovation (1.00)

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

Points Claimed 13.47
Points Available 17.75

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

<table>
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<th>Points</th>
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<td>0.97 / 5.00</td>
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<td>5.00 / 5.00</td>
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<td>ER-3: Sustainability in New Student Orientation</td>
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<td>ER-4: Sustainability Outreach and Publications</td>
<td>4.00 / 4.00</td>
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<td>0.25 / 0.25</td>
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<td>Tier2-2: Organic Garden</td>
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<td>Tier2-3: Model Room in a Residence Hall</td>
<td>0.00 / 0.25</td>
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<td>Tier2-4: Themed Housing</td>
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<td>Tier2-5: Sustainable Enterprise</td>
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<td>Tier2-6: Sustainability Events</td>
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<td>Tier2-7: Outdoors Program</td>
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<td>Tier2-8: Themed Semester or Year</td>
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ER-1: Student Sustainability Educators Program

<table>
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<tr>
<th>Score</th>
<th>Responsible Party</th>
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| 0.97 / 5.00 | Dedee DeLongpre Johnston  
Director of Sustainability  
Office of Sustainability |

Criteria

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

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

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

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

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

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

6281

Program name (1st program):

EcoReps

Number of students served by the program (1st program):

1217

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

The EcoReps program is designed to provide student volunteers with the information and resources necessary to act as ambassadors between the Office of Sustainability and first-year students. During the spring 2011 launch in South Residence Hall, Resident Advisers served as the first EcoReps on campus.
At the conclusion of this pilot program, a minimum of four volunteer representatives will be recruited from each of the first-year student residence halls.

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

Monthly programming will center around specific themes and will strive to convey each issue in a fun and engaging fashion through interactive presentations, activities, and films. EcoReps will also serve to inform students of ways they can become involved in campus sustainability initiatives. The program will integrate existing programs and resources, including the Green Guide, aWakenings, and the Pro Humanitate Honor Roll. Representatives will attend monthly meetings to learn about each month's programs and activities. They will be required to maintain a bulletin board on relevant information about each campus sustainability initiative.

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

Funding is provided through the Office of Sustainability and Residence Life and Housing. The Office of Sustainability employs two student interns to develop and oversee the implementation of the EcoReps program in first-year student residence halls. These student interns are responsible for training the first class of EcoReps and developing content for monthly programs.

Residence Life and Housing is responsible for supplying prizes for regular competitions as well as program materials throughout the academic year.

The website URL for 1st Program:

https://sites.google.com/a/wfu.edu/eco-reps/home

Program name (2nd program):

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Number of students served by the program (2nd program):

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

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

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

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The website URL for 2nd program:

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Program name (3rd program):

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Number of students served by the program (3rd program):

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

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

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

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The website URL for 3rd program:

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Program name (All other programs):

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Number of students served by the program (All other programs):

---

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

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

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

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The website URL for all other programs:

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ER-2: Student Sustainability Outreach Campaign

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<td>Director of Sustainability</td>
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Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

Submission Note:

Interview with DeDee on Sept 28, 2010.

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

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

Yes

The name of the campaign(s):

Sustainability Outreach Campaign; Choose to Reuse; Think Green Thursdays

A brief description of the campaign(s):
Office of Sustainability interns conducted student outreach throughout the academic year. They offered multiple information sessions and had various tabling opportunities. Tables with interactive games to help educate peers were set up in the student life center, in residence halls in the evenings, in front of the dining hall at lunch times, and in the library.

The Choose to Reuse campaign specifically supports students in choosing reusable water bottles instead of consuming disposable bottled water.

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

The effect of the year-long sustainability outreach campaign was increased participation by volunteers, increased applications for sustainability internships, increased participation in the ridesharing program, increased shuttle ridership, increased participation in the re-usable to-go container program, a marked increase in recycling and a marked decrease in the contamination rates of recycling.

The Choose to Reuse campaign is calculating the self-reported reduction in bottled water consumption on campus. The campaign concludes in April 2011.

**The website URL for the campaign:**

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ER-3: Sustainability in New Student Orientation

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<td>Director of Sustainability</td>
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**Criteria**

Institution includes sustainability prominently in its new student orientation activities and programming.

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

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

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

Yes

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

For fall 2009, all first-year students received a recycling bin, a sustainability-related poster, and re-usable tote on move-in day. The campus bookstore introduced the "Recycle and Rewards” program; students who used their reusable book bags received a ten percent discount on future purchases of all sustainably-related items in the store.

The new student orientation speaker -- the lead scientist for the Nature Conservancy -- spoke to the students about resource scarcity and a call to action for a more sustainable future. Following the speaker's keynote, all first-year students met with their advisers to discuss the implications of the presentation.

For fall 2010, sustainability was integrated throughout new student orientation. A small number of incoming freshmen participated in the first-ever "Sustainability In Action” pre-orientation program, during which they learned about sustainability through the lens of local food production and distribution. The program included a tour of a grass-fed beef ranch that supplies beef to campus, a trip to a local farmers market followed by a student-prepared lunch, and meetings with restaurant owners about their efforts to source sustainably produced goods.

On move-in day, all new students received reusable to-go meal containers and handled totes for recycling in their residence hall rooms. Every new student received information on the university's Zipcar program; as a result, student membership in the program tripled from 2009 enrollment rates. Finally, all freshman received Wake Forest University’s Green Guide, a booklet guide to sustainable living for students on campus, with information including lists of sustainable restaurants in the area, suggested activities, ways
to get involved in sustainability efforts on campus, sustainability-related courses offered at the university, sustainability-related book recommendations, iPhone application recommendations, movie recommendations, and more.

Finally, all incoming freshman participated in a walking tour from campus to and through the Reynolda House Museum of American Art and a class-wide outdoor picnic. This was a low waste event, during which students were encouraged to keep cups or reusable water containers throughout the entire walking tour. They filled these containers at water stations along the tour instead of using plastic water bottles. At the picnic, students sorted their own waste into two groups: food waste/bio-compostables for composting and recyclable materials.

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

ER-4: Sustainability Outreach and Publications

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Criteria

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

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

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

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

Yes

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

The Wake Forest sustainability website is maintained by the Office of Sustainability's Communication and Outreach Intern. Working closely with the university’s Director of Sustainability, this intern develops content for the website. Along with a team of 10 other interns, this student writes most news stories for the website. Stories include information about sustainability events on campus and in the community, physical campus initiatives, academic developments, as well as brief profiles of members of the university community who strive to incorporate sustainability into their work.
The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

http://sustainability.wfu.edu/

Does the institution have a sustainability newsletter?:

Yes

A brief description of the sustainability newsletter:

Office of Sustainability staff and interns convert content from the website into a monthly electronic sustainability newsletter. This newsletter reaches nearly 400 subscribers each month.

The website URL for the sustainability newsletter:

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

Yes

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

The Wake Forest Center for Energy, Environment, and Sustainability (CEES), seeks to promote critical thinking and effective action across the fields of renewable energy, biodiversity and ecosystem conservation, environmental policy, human behavior, social influence, enterprise, and environmental markets. They publish research in the fields of renewable energy, biodiversity conservation, and the human dimensions of sustainability.

The Undergraduate Research and Creative Activities Center promotes undergraduate research and creative activity across Wake Forest. The Center facilitates collaboration between undergraduates and faculty, provides venues for publicizing research results, and maintains a record of undergraduate scholarly activity.

Undergraduate research is promoted through the annual undergraduate research fair:
http://newscenterblogs.wfu.edu/2010/08/02/844/.

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

http://sustainability.wfu.edu/academic-research/center-for-energy-environment-and-sus

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

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

The Wake Forest University Indoor Golf Facility features signage detailing the highlights of the building's LEED Gold certification. In addition, signage explains the sustainable building features of South Residence Hall. Monitors on each floor explain the importance of the building's many features. They also allow residents to track water and energy consumption by floor and by hall.

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

http://www.buildingdashboard.com/clients/wakeforest/south/

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

Yes

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

Wake Forest's main dining hall features signage and table tents explaining various sustainable aspects of the facility, including the benefits of trayless dining, the new sustainable cleaning program, which uses fewer harmful chemicals, the benefits of using bulk condiment dispensers, and more.

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


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

No

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

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

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

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No

A brief description of the sustainability walking map or tour:
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The website URL of the sustainability walking map or tour:
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Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

A brief description of the guide for commuters about how to use alternative methods of transportation:

The Wake Forest University Green Guide includes information about university-provided shuttles, city transportation, and the Zipcar car-sharing program.

The Parking and Transportation office hosts information about all of the shuttles available to commuters, as well as information about the carpool program at http://www.wfu.edu/ridethewake/.

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

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

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

The Wake Forest University Green Guide is a guide to sustainable living on campus. This guide provides information ranging from sustainability related courses offered to book recommendations, activities on and around campus, restaurant suggestions, and much more.

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

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

There is regular coverage of sustainability-related news and events in The Old Gold & Black, Wake Forest's student newspaper. A student writer is assigned to the sustainability beat and the paper often features sustainability-themed editorials.

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

http://oldgoldandblack.com/?s=sustainability

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

Yes

A brief description of this material:

The university hosts a campus sustainability listserv.

The website URL for this material:

---

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

Yes

A brief description of this material:

The university hosts several social media outlets, including a WFU Sustainability Facebook page, Twitter account, and Flickr site.

The website URL for this material:

http://www.facebook.com/group.php?gid=160341208170

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
A brief description of this material:

The website URL for this material:

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

A brief description of this material:

The website URL for this material:

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

A brief description of this material:

The website URL for this material:

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

A brief description of this material:

The website URL for this material:

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

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A brief description of this material:

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The website URL for this material:

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

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A brief description of this material:

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The website URL for this material:

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Tier2-1: Student Group

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

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

Yes

A brief description of the student group:

The Wake Forest Student Environmental Action Coalition (SEAC), is a local charter of the national SEAC organization. There are 200 students on campus who receive SEAC's emails and information updates, and over 20 highly active members. SEAC holds various events on campus to promote sustainable living such as free bike tune-ups, local observance of the international "Earth Hour" event, and various movie screenings and guest speakers related to sustainability.

The website URL where information about the student group is available:

http://sustainwfu.blogspot.com/
Tier2-2: Organic Garden

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

Yes

A brief description of the garden:

The Campus Garden was started in the fall of 2009 as the result of the interest of two professors, one in the Biology Department and one in the English Department. The garden serves a dual purpose: research and student engagement. Half of the garden is comprised of nearly a hundred varieties of heirloom tomatoes, which are the subject of genetic research. Additionally, the garden has been used as a hands-on outdoor classroom for biology classes, the "Students Promoting Action and Responsibility in the Community" (SPARC) program, a summer program for high school students (LENS), and the "Sustainability in Action" pre-orientation program. Food grown in the garden by the Campus-Raised Organic Produce (CROP) student group is distributed to community agencies through the Wake Forest Campus Kitchen project. The garden is tended using organic gardening techniques; soil amendments for the garden are generated in an on-site compost area.

The website URL where information about the garden is available:

## Tier2-3: Model Room in a Residence Hall

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## Tier2-4: Themed Housing

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Director of Sustainability  
Office of Sustainability |

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

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

Yes

**A brief description of the themed housing:**

The Wake Forest Sustainability House is currently home to 6 students who are invested in sustainability efforts on campus. The house is located adjacent to the organic campus garden, and members of the house volunteer in the garden. Members of the house are engaged in sustainable living principles, and have monthly dinners where they discuss issues related to sustainability.

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

http://www.wfu.edu/housing/residence/theme.html#current
Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:

Yes

A brief description of the enterprise:

Campus Grounds is a student-run coffee shop on campus. They serve Java City products, a company whose "master roaster" has taken a "hands-on approach to insure our coffee partners meet our environmental, socially, and economically responsible standards" (javacity.com/ecogrounds). Java City also uses fair trade and organic coffee beans, and works with the Rainforest Alliance to certify certain products that "combine the economics of good farm production with better trading practices to secure improved livelihoods for farm families, farm workers, and ecosystem conservation."

Campus Grounds also offers incentives for customers to use reusable cups.

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

http://www.facebook.com/pages/Wake-Forest-University/Campus-Grounds/140146370686?v=in
Tier2-6: Sustainability Events

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

Yes

A brief description of the event(s):

Wake Forest hosted two conferences last year. The first, "Energizing the Future," addressed issues surrounding the energy economy. The idea for this conference was hatched by students in an environmental issues class, and the conference itself was co-organized and hosted by students. The conference featured keynote speaker, Thomas Friedman, who spoke at the university as part of the President's Voices of Our Time series. (http://energy2010.wfu.edu/)

The second conference addressed sustainability across the curriculum and offered a number of nationally noteworthy speakers. (http://sustainability.wfu.edu/conference/conference-overview/)

Wake Forest hosted The Piedmont Environmental Alliance's Earth Day Fair for the second year in 2010, which was attended by over 8000 people. Office of Sustainability interns and members of the Junior Panhellenic group hosted the main stage tent for the fair, which featured an installation made by students from fully reclaimed materials at which attendees could pledge to adopt more sustainable habits. (http://sustainability.wfu.edu/2010/05/30/earth-day-celebration-encourages-action-a...)

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

http://sustainability.wfu.edu/events/
Tier2-7: Outdoors Program

Score

0.25 / 0.25

Responsible Party

Dedee DeLongpre Johnston
Director of Sustainability
Office of Sustainability

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

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

Yes

A brief description of the program:

The Wake Forest outdoors club, Outdoor Pursuits, is an adventure-based group that provides a gear rental service to interested students. Outdoor Pursuits plans and leads outdoor adventure trips for Wake Forest University students, staff, and faculty. There are between 400-600 members on the Outdoor Pursuits email list receiving information about trips at any given time. Typically trips include 6-9 students. The rental program has equipment available for camping trips as well as water sports.

In partnership with Campus Recreation, Outdoor Pursuits also offers a pre-orientation program called Wilderness to Wake.

The website URL where information about the program is available:

http://www.wfu.edu/campusrec/op/
Tier2-8: Themed Semester or Year

Responsible Party

Dedee DeLongpre Johnston
Director of Sustainability
Office of Sustainability

This credit was marked as **Not Applicable** for the following reason:

*Institution does not have themed semesters, years, or first-year experiences.*
This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

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<td>ER-6: Sustainability-Focused Courses</td>
<td>0.50 / 10.00</td>
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<td>ER-7: Sustainability-Related Courses</td>
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<td>ER-8: Sustainability Courses by Department</td>
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<td>ER-9: Sustainability Learning Outcomes</td>
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<td>ER-10: Undergraduate Program in Sustainability</td>
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<td>ER-11: Graduate Program in Sustainability</td>
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<td>ER-12: Sustainability Immersive Experience</td>
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<td>ER-13: Sustainability Literacy Assessment</td>
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<td>ER-14: Incentives for Developing Sustainability Courses</td>
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## ER-5: Sustainability Course Identification

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WFU Center for Energy, Environment, and Sustainability |

### Criteria

### Part 1

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

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

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

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

### Part 3

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

### Submission Note:

A faculty working group with representation from Biology, English, Anthropology, Business, History, and Chemistry worked with the Office of Sustainability to draft a definition of sustainability for education and research. In many but not all cases, faculty members have identified their own courses for the inventory. For future iterations of the course inventory, we will endeavor to create an assessment tool that will enable all faculty to self-identify courses that fit the definition(s).

"---" indicates that no data was submitted for this field
Has the institution developed a definition of sustainability in the curriculum?:

Yes

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

Wake Forest University
Guidelines for Sustainability Course and Research Identification

Guiding Principle for Teaching and Research for Sustainability

In working toward Wake Forest’s campus sustainability goals, we also seek to fulfill our motto, Pro Humanitate – for the betterment of humanity. As a guiding principle, we stimulate and facilitate curricular development and research efforts in sustainability-related areas, including the promotion of service learning and the empowerment of faculty, students, and staff to engage the campus community, university operations, and university lands as living laboratories for sustainability.

Definitions

Wake Forest University’s Center for Energy, Environment, and Sustainability (CEES) defines sustainability as “a process of cultural adaptation toward the preservation and prudent use of all forms of natural and human value – nature’s capital, human capital, human-created capital, social capital and cultural capital – to ensure that present and future generations can enjoy a quality of life that is as good as, or better than, that which we enjoy today.”

As a field of academic study and research, sustainability explores the dynamic relationship between current and historical environmental, social, and economic systems to assess and predict the potential health and wellbeing of those systems. It calls for the integration of techniques, methods, and modes of inquiry from the natural sciences, social sciences, professional schools and humanities. These interdependent areas of study not only inform theories of sustainability, they challenge faculty and students to critique historic and current frameworks for natural resource use and valuation, examine the breadth of the human experience, and propose solutions-based, future-oriented scenarios that provide opportunities for practical application of knowledge.

Sustainability Courses

The Association for the Advancement of Sustainability in Higher Education (AASHE) defines sustainability-focused courses as those that “concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.” Sustainability-focused courses at Wake Forest concentrate on the integration of these dimensions and may provide a substantial grounding in concepts, principles, and frameworks emerging from, or central to, sustainability studies (i.e., lifecycle assessment or analysis, Precautionary Principle, The Natural Step, ecosystem functions and services, cradle-to-cradle design, Biomimicry, Natural Capitalism, and/or others).

AASHE defines sustainability-related courses as those that “incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue.” Additionally, at Wake
Forest, courses that do not specifically use the rhetoric of sustainability, or sustainable development, can be considered sustainability-related to the extent that they analyze or promote behaviors and practices that are related to the values most often associated with sustainability (i.e., examining presuppositions behind unsustainable behaviors or otherwise examining dematerialized visions of the good life).

These courses stimulate a cross-disciplinary approach, allowing students to consider sustainability from multiple perspectives, challenging them to integrate learning from across the curriculum, and find appropriate opportunities to demonstrate sustainable practices in their personal lives, on campus, and as members of their communities.

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

Yes

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

Office of Sustainability staff and interns combed all course catalogs from across the institution for courses that supported education for sustainability. Course descriptions were vetted for their integration of environmental, social, and economic themes.

In many but not all cases, faculty members have verified that their courses meet the definitions for the inventory.

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

Yes

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

http://sustainability.wfu.edu/academic-research/course-listing/
ER-6: Sustainability-Focused Courses

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<td>WFU Center for Energy, Environment, and Sustainability</td>
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Criteria

Institution offers sustainability-focused academic courses.

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

Submission Note:
Courses that are cross listed are counted twice, in both the denominator and the numerator of our calculations.

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

The number of sustainability-focused courses offered:

10

The total number of courses offered:

2005

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

---

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

http://sustainability.wfu.edu/academic-research/course-listing/

A copy of the sustainability course inventory:
ER-7: Sustainability-Related Courses

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Criteria

Institution offers sustainability-related academic courses.

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

Submission Note:
Courses that are cross listed are counted twice, in both the denominator and the numerator of our calculations.

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

The number of sustainability-related courses offered:

100

The total number of courses offered:

2005

Number of years covered by the data:

One

A list of sustainability-related courses offered:

---

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

http://sustainability.wfu.edu/academic-research/course-listing/

A copy of the sustainability course inventory:
## ER-8: Sustainability Courses by Department

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| 4.67 / 7.00 | Miles Silman  
Director  
WFU Center for Energy, Environment, and Sustainability |

**Criteria**

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

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

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

21

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

35

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

- Anthropology
- Biology
- Chemistry
- Physics
- Economics
- Education
- English
- Environmental Program
- Entrepreneurship and Social Enterprise
- Health and Exercise Science
- History
- Humanities
- International Studies
- Philosophy
- Political Science
- Sociology
- Urban Studies
- Women's and Gender Studies
- Business
The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

http://sustainability.wfu.edu/academic-research/course-listing/

A copy of the sustainability course inventory:
ER-9: Sustainability Learning Outcomes

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**Criteria**

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

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

**Submission Note:**

Following are a sample of the learning outcomes proposed by the faculty affiliated with the Center for Energy, Environment, and Sustainability: • Assume leadership in whatever aspect of the environment that engages them, including knowledge of social change, project management, motivating and coordinating people, and offering strategic insights to any effort; • Approach learning pragmatically with adaptive, operational expertise; for example, through projects and working in internships, framing debates, and engaging in public discourse; • Make decisions that integrate economic, environmental and social outcomes; • Think within and beyond disciplinary boundaries in terms of systems and interdisciplinary concepts and theories; • Differentiate incontrovertible scientific facts from political punditry; • Value an ecosystem through social, economic, and environmental criteria.

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

The number of graduates covered by the sustainability learning outcomes:

7

Total number of graduates:

1063

A list of degree programs that have sustainability learning outcomes:

Environmental Science Minor
Environmental Studies Minor

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

stars.aashe.org
http://www.wfu.edu/env/academic.html

A copy of the sustainability course inventory:

---

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

The Environmental Science or the Environmental Studies Minor, coupled with a liberal arts major, is designed to prepare students for careers in the environmental sciences, law, public health, public policy, and public administration, and to develop attitudes and values consistent with a sustainable environmental future.
ER-10: Undergraduate Program in Sustainability

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Criteria

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

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

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

Submission Note:
The university offers a minor track of study in environmental studies.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
**ER-11: Graduate Program in Sustainability**

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**Criteria**

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

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

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

**Submission Note:**

The Center for Energy, Environment, and Sustainability is actively developing a Master's degree in sustainability.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
ER-12: Sustainability Immersive Experience

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Criteria

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

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

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

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

Submission Note:
The "Biodiversity and Nature Conservation in Peru" experience is just one of the many sustainability immersive opportunities available to Wake Forest students. Information about the university's International Studies program can be found at http://cis.wfu.edu/ and in the Green Guide on the Office of Sustainability's Resource page.

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

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

Yes

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

Immersive Program in Sustainability: Biodiversity and Nature Conservation in Peru

The summer program in Peru is an immersive sustainability experience that takes students to some of the most important reserves in the western hemisphere for both biodiversity conservation and also the history of how these reserves are made, and the effects of humans on landscapes, extending back to the very first civilizations on the planet. The program combines Tropical Biodiversity with the History of Nature Conservation in Latin America.

Tropical Biodiversity is an introduction to the factors that structure biodiversity in terrestrial habitats, and travels from the absolute desert of the Atacama at Paracas, Peru, over the High Andes, and ends at Cocha Cashu in the Amazonian lowlands.
The students are asked this simple organizing question on the first day while standing in the desert at the edge of the Pacific, “How is it that we are standing in the tropics, at ~13 deg S latitude, in a spot where there is zero terrestrial productivity and nearly zero terrestrial biodiversity, yet just several hundred kilometers away, on the other side of the Andes, is the area with Earth’s highest terrestrial biodiversity and highest terrestrial productivity? What controls terrestrial productivity and biodiversity? How did this come to be through time? What are the services that ecosystems provide and how are the affected by climate and humans? What can we expect in the future? As the groups moves across this gradient, students see how temperature and rainfall set these strikingly different biomes and set their biotic composition and control ecosystem function. It gives them a visceral understanding of how fine-scale changes in climate can have radical impacts on ecosystem structure and function and the potential impact of human-caused environmental change.

History of Nature Conservation in Latin America leverages these same sites to consider how different societies have used and conserved these lands over time. From the absolute desert in Paracas National Park to the cloud and rain forests of the Manu Biosphere Reserve, the group examines how humans interact with nature across the millennia, how and why we choose to protect areas, and the role of humans in landscapes, as well as the effect of landscapes on humans. Close contact with indigenous groups gives students powerful insight not only into history, but also the conservation and sustainability challenges of the future.

One of the powerful aspects of this combination is that the two faculty have structured the two courses in a way that closely parallels the environments the group is in. For example, in the Tropical Biodiversity course students learn about large-scale global climate patterns and ENSO, read primary literature on seabird foraging in the Humboldt current, and visit guano islands in the Paracas Reserve. The history course then examines the history of the Peruvian economy and the role of guano, and the innovative conservation strategies employed by Peru to protect its industry, all in the light of larger trends in the development of Latin American states. This occurs at all of the locations during the course. The students read the primary literature to see how we have shaped and will shape the very environments that they are experiencing. More than that, it gives them a paired knowledge of scientific and historical/social science views of issues central to biodiversity conservation and ecosystem services.

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

http://tropicalbiodiversity.blogspot.com/
ER-13: Sustainability Literacy Assessment

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Criteria

Part 1

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

Part 2

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

Submission Note:
Wake Forest has begun to include sustainability-related questions in the survey administered to alumni.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
### ER-14: Incentives for Developing Sustainability Courses

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#### Criteria

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

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

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Research

**Points Claimed** 19.49

**Points Available** 27.00

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

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<td>ER-16: Faculty Involved in Sustainability Research</td>
<td>6.62 / 10.00</td>
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<tr>
<td>ER-17: Departments Involved in Sustainability Research</td>
<td>3.87 / 6.00</td>
</tr>
<tr>
<td>ER-18: Sustainability Research Incentives</td>
<td>6.00 / 6.00</td>
</tr>
<tr>
<td>ER-19: Interdisciplinary Research in Tenure and Promotion</td>
<td>0.00 / 2.00</td>
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</tbody>
</table>
ER-15: Sustainability Research Identification

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<tr>
<th>Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>3.00 / 3.00</td>
<td>Miles Silman</td>
</tr>
<tr>
<td></td>
<td>Director</td>
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<tr>
<td></td>
<td>WFU Center for Energy, Environment, and Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

Submission Note:
The center proposal, a link to which is provided here, features the funded research of those faculty who identified their research as relevant during the proposal process (see table 2). As the center grows and develops over the course of the next year, center staff will be able to create a more robust and detailed inventory of the sustainability-related research across campus.

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

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

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

Wake Forest University
Guidelines for Sustainability Course and Research Identification

Guiding Principle for Teaching and Research for Sustainability

In working toward Wake Forest’s campus sustainability goals, we also seek to fulfill our motto, Pro Humanitate – for the betterment of humanity. As a guiding principle, we stimulate and facilitate curricular development and research efforts in sustainability-related areas, including the promotion of service learning and the empowerment of faculty, students, and staff to engage the campus community, university operations, and university lands as living laboratories for sustainability.
Definitions

Wake Forest University’s Center for Energy, Environment, and Sustainability (CEES) defines sustainability as “a process of cultural adaptation toward the preservation and prudent use of all forms of natural and human value – nature’s capital, human capital, human-created capital, social capital and cultural capital – to ensure that present and future generations can enjoy a quality of life that is as good as, or better than, that which we enjoy today.”

As a field of academic study and research, sustainability explores the dynamic relationship between current and historical environmental, social, and economic systems to assess and predict the potential health and wellbeing of those systems. It calls for the integration of techniques, methods, and modes of inquiry from the natural sciences, social sciences, professional schools and humanities. These interdependent areas of study not only inform theories of sustainability, they challenge faculty and students to critique historic and current frameworks for natural resource use and valuation, examine the breadth of the human experience, and propose solutions-based, future-oriented scenarios that provide opportunities for practical application of knowledge.

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

Yes

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

The Wake Forest Center for Energy, Environment, and Sustainability requested that faculty members identify themselves and their research activities during the center's development. The research activities are organized according to the center's three core areas.

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

Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 2 of the credit):

http://sustainability.wfu.edu/academic-research/center-for-energy-environment-and-sus
ER-16: Faculty Involved in Sustainability Research

Score | Responsible Party
--- | ---
6.62 / 10.00 | Miles Silman

**Director**
WFU Center for Energy, Environment, and Sustainability

--- Criteria ---
Institution’s faculty members conduct research on sustainability topics.

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

--- The number of faculty members engaged in sustainability research: ---
48

--- The total number of faculty members engaged in research: ---
290

--- Names and department affiliations of faculty engaged in sustainability research: ---
The following faculty are affiliated with the Center for Energy, Environment, and Sustainability:

David Anderson, Professor of Biology
T. Michael Anderson, Assistant Professor of Biology
Doug Beets, Professor of Accountancy, School of Business
Jesse E. Bell, Assistant Research Professor of Biology
Kristin Bennett, Assistant Professor of Education
Kenneth S. Berenhaut, Associate Professor of Mathematics & Z. Smith Reynolds Fellow
Lisa Blee, Assistant Professor of History
Keith Bonin, Professor and Chair of Physics
Robert Browne, Professor of Biology & Director of Environmental Program
David L. Caroll, Associate Professor of Physics, Director Center for Nanotechnology and Molecular Materials
Bill Conner, Professor of Biology
James F. Curran, Professor and Chair of Biology
Patricia DosSantos, Assistant Professor of Chemistry
Rebecca Dickson, Assistant Research Professor of Biology
Gerald Esch, Charles M. Allen Professor of Biology
Dan Fogel, Executive Professor of Strategy, School of Business
Betsy Gatewood, Visiting Professor of Entrepreneurship, School of Business
Daniel Hammond, Professor of Economics
Willie Hinze, Professor of Chemistry
Natalie Holzwarth, Professor of Physics
Jon Duchac, Merrill Lynch Professor of Accounting, Director Program Enterprise Risk Management, School of Business
Brad Jones, Professor of Chemistry
Oana Jurchescu, Assistant Professor of Physics
Angela King, Senior Lecturer of Chemistry
Dilip Kondepudi, Thurman D. Kitchin Professor of Chemistry
Kathleen Kron, Professor of Biology
Abdou Lachgar, Professor of Chemistry and the Bell Faculty Fellow
John Llewellyn, Associate Professor of Communication
James Norris, Professor of Mathematics
Alan Palmiter, Professor of Law
V. Paúl Pauca, Associate Professor of Computer Science
Robert Plemons, Z. Smith Reynolds Professor of Computer Science and Mathematics
Richard Schneider, Professor of Law
Sidney Shapiro, University Distinguished Chair in Law, Associate Dean for Research and Development
Miles R. Silman, Associate Professor of Biology
Jean Simonelli, Professor of Anthropology
William K. Smith, Charles H. Babcock Chaired Professor in Botany (Biology)
Eric R. Stone, Associate Professor of Psychology
Paul Thacker, Assistant Professor of Anthropology, Director of Archaeology Laboratories
Timo Thonhauser, Assistant Professor of Physics
Harry Titus, Professor of Art
Theresa M Ventura, Assistant Professor of History
Steve Virgil, Associate Clinical Professor of Law, Director of the Community Development Clinic
Emily Wakild, Assistant Professor of History
Peter D. Weigl, Professor of Biology
Robert Whaples, Professor and Chair of Economics
Richard Williams, Reynolds Professor of Physics
M.W.Wright, Instrumentation Manager, Chemistry

The list does not include visiting faculty or post-docs.

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

http://sustainability.wfu.edu/academic-research/center-for-energy-environment-and-sus

A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research:
The website URL where information about sustainability research is available:

http://sustainability.wfu.edu/academic-research/center-for-energy-environment-and-sust
ER-17: Departments Involved in Sustainability Research

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<td>3.87 / 6.00</td>
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<td></td>
<td>Director</td>
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<tr>
<td></td>
<td>WFU Center for Energy, Environment, and Sustainability</td>
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</table>

Criteria

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

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

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

The total number of academic departments that conduct research:

31

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

15

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

- Anthropology
- Art
- Biology
- Business
- Chemistry
- Communication
- Computer Science
- Economics
- Education
- English
- History
- Law
- Mathematics
- Physics
- Religion
The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:

http://sustainability.wfu.edu/academic-research/center-for-energy-environment-and-sus

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

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ER-18: Sustainability Research Incentives

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<td>6.00 / 6.00</td>
<td>Miles Silman</td>
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<td>Director</td>
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<td></td>
<td>WFU Center for Energy, Environment, and Sustainability</td>
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</table>

Criteria

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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

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

Yes

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

Students are encouraged to pursue independent research for sustainability through various academic programs. The faculty affiliated with the Center for Energy, Environment, and Sustainability (CEES) currently support undergraduate research for sustainability in Environmental Studies, History, Chemistry, Physics, Biology, and Entrepreneurship.

The Undergraduate Research and Creative Activities Center promotes undergraduate research and creative activity across Wake Forest. The center facilitates collaboration between undergraduates and faculty, provides venues for publicizing research results, and maintains a record of undergraduate scholarly activity.

Undergraduate research is promoted through the annual undergraduate research fair: http://newscenter.blogs.wfu.edu/2010/08/02/844/.

The website URL where information about the student research program is available:
Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:

Yes

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

Faculty in the Center for Energy, Environment, and Sustainability (CEES) set the following research and scholarship goals that capitalize on the group's current expertise and also create the changes on campus necessary to achieve the vision articulated by the center affiliates: (1) Build teams of scholars and research groups in areas of high importance and impact for effecting change related to issues of local-to-global importance in sustainability, (2) Highlight existing research on environment, energy, and sustainability at Wake Forest (3) Create opportunities for new research and scholarly activities that focus on multidisciplinary research groups,(4) Use research as a tool for change to realign faculty and student interests, engage the public, and build new academic courses of study.

In order to achieve these goals, center leaders and affiliates are creating new opportunities for research and scholarly activities at Wake Forest, with the end goal of creating a vibrant community of scholars that both identifies new technologies and environmental challenges and creatively solves them. The center aims to take the following steps to transform Wake Forest from a campus with myriad isolated activities to one that sees the interdisciplinary nature of environmental problems and brings the tools of multiple disciplines to bear on them. While the center began with three core groups, the hope is that CEES will grow to have additional focal groups, particularly with greater representation in the humanities.

Moreover, center activities and objectives are designed in ways that foster collaborations and increase multidisciplinary activities in ways that are beneficial to individual research programs, rather than requiring root-and-branch restructuring of research programs. Scientific discovery can happen in a silo, but center affiliates believe that effecting change requires a multidisciplinary community that can think in interdisciplinary ways.

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

http://sustainability.wfu.edu/academic-research/center-for-energy-environment-and-sus
ER-19: Interdisciplinary Research in Tenure and Promotion

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<tr>
<td>0.00 / 2.00</td>
<td>Rebecca Thomas</td>
</tr>
<tr>
<td></td>
<td>Associate Dean for Faculty Development</td>
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<td></td>
<td>Wake Forest University</td>
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</table>

**Criteria**

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multi-disciplinary research during faculty promotion and tenure decisions.

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

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

No

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

Wake Forest gives "positive" recognition to interdisciplinary teaching and research during faculty promotion and tenure decisions. Though inter-, trans-, and multi-disciplinarity are clearly valued by the institution, they are not considered more valuable than single-disciplinary research efforts.

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

---
Operations

Score 35.93%

Buildings

Points Claimed 4.07

Points Available 13.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>OP-1: Building Operations and Maintenance</td>
<td>0.53 / 7.00</td>
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<tr>
<td>OP-2: Building Design and Construction</td>
<td>1.54 / 4.00</td>
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<tr>
<td>OP-3: Indoor Air Quality</td>
<td>2.00 / 2.00</td>
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</tbody>
</table>
## OP-1: Building Operations and Maintenance

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<tr>
<td>0.53 / 7.00</td>
<td>Mike Draughn, Director, Maintenance and Utilities Services, Facilities &amp; Campus Services</td>
</tr>
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</table>

### Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System, and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

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

2605170 Gross Square Feet

### Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

521034 Gross Square Feet

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

0 Gross Square Feet

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

0 Gross Square Feet
Building space that is LEED for Existing Buildings: O&M Gold certified: 0 Gross Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified: 0 Gross Square Feet

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

---

An electronic copy of the guidelines or policies:

EBOM Statement_final.docx

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

January 2011

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

Wake Forest University has continued to expand its efforts to improve performance in operations and maintenance of existing buildings. We have not pursued LEED-EB certification of any buildings at this time; however, several campus-wide and building-specific programs addressed in LEED-EB are complete or in various stages of completion.

Campus-wide Initiatives include:

• Sustainable sites:
  o Zip car Program
  o New Bike Racks
  o Expanded Shuttle routes
  o Tree Policy
• Materials & Resources
  o Improved Procurement Policies
  o Waste Reduction & Recycling position created
  o Green Cleaning Chemicals
• Indoor Environmental Quality
  o IAQ sampling for troublesome areas can be done internally through an Aircuity air monitoring system
instrument to provide thorough IAQ analysis and reporting capabilities

- Campus Smoke Free Policy was recently implemented

Building Level Initiatives Include:

- **Water Efficiency** – From our efforts listed below, the university has realized greater than 17% reduction from the baseline year to FY 2010.
  - During the summer of 2010, a potable water sub-metering program was completed and will sub-meter 93% of our campus square footage.
  - Standards for reduced flow fixtures have been set for new buildings and modernizations: ½ gpm faucets, 1/8 gpf urinals, dual flush toilets, and 1.5 gpm showerheads: (From our standards and the efforts listed below, the university has realized greater than 25% reduction in water consumption in each of the buildings upgraded.
  - Showerheads have been changed out in all residence halls to low-flow fixtures.
  - Other fixture upgrades are complete in approximately half of the residence halls and 15% of overall space.
  - Cooling Tower Water Management – Chiller Plants have been upgraded with conductivity meters to automate bleed control.

- **Energy and Atmosphere** - From our efforts listed below, the university has realized greater than 10% reduction in electrical consumption and a greater than 14% reduction in natural gas and oil consumption from the baseline year to FY 2010.
  - Maintenance Practices – where feasible, incandescent bulbs have been replaced with CFLs. CRLs are standard replacement bulbs as incandescents burn out.
  - Operating Hours have been instituted in our academic and administrative buildings with temperature setbacks occurring during unoccupied periods.
  - An aggressive Winter Break setback program was instituted to reduce setpoints to 55 degrees over the extended winter break period.

- **Renewal Dollars & Energy Programs**
  - Chemistry – Demand-based Ventilation, Heat Reclaim, and updated controls were installed during the renewal of the laboratory exhaust and make-up airs systems.
  - Recent Lighting Upgrades were completed in approx. 25% of academic and administrative buildings, including occupancy sensors, T12 to T8 conversions, and incandescent to CFL replacements.
  - Multi-phase Winston Hall (Biology) AHU replacements underway will renew mechanical systems, upgrade controls, and improve efficiency as well as comfort for the occupants.
  - Scales Fine Arts Building Retro-commissioning is underway and is expected to become a pilot program for future efforts.
  - Upgrades to our Building Automation System and Preventive Maintenance Programs have provided better tools for our technicians and improved the reliability and comfort of our systems.
  - Over 97% of our electric usage is sub-metered and electronically monitored at the building level.
  - Steam Plant Controls have been upgraded with improvements to plant efficiency and monitoring capabilities.

- **Indoor Environmental Quality**
  - Green Cleaning Chemicals have been introduced across campus and a new cleaning methodology (OS1) is in place in 15% of our building area and is being expanded over time.
OP-2: Building Design and Construction

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<tr>
<td>1.54 / 4.00</td>
<td>Ryan Swanson</td>
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<tr>
<td></td>
<td>University Architect</td>
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<td></td>
<td>Facilities &amp; Campus Services</td>
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</table>

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the past three years are:

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

Submission Note:

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

New building space that meets "Eligible Buildings Criteria":

6468 Square Feet

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

0 Square Feet

New building space that is LEED Certified:

0 Square Feet
New building space that is LEED Silver certified:

0 Square Feet

New building space that is LEED Gold certified:

3328 Square Feet

New building space that is LEED Platinum certified:

0 Square Feet

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

---

An electronic copy of the guidelines or policies:

---

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

---

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

Under the direction of Jim Alty, PE and Associate Vice President of Facilities & Campus Services, I the University Architect - Ryan F. Swanson, AIA, AUA, LEED BD+C have a goal to deliver all new buildings on the Reynolda Campus of WFU at a minimum certification goal of LEED Silver certification as determined by the USGBC.
OP-3: Indoor Air Quality

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<tr>
<td>2.00 / 2.00</td>
<td>Michelle Adkins</td>
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<td></td>
<td>Director, Environmental Health &amp; Safety</td>
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<tr>
<td></td>
<td>Facilities &amp; Campus Services</td>
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</table>

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Submission Note:
The Facilities & Campus Services division leases an indoor air quality assessment machine (Aircuity) to physically assess IAQ concerns. The machine is calibrated annually and maintained on-site. External lab assessments are conducted for usual conditions.

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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:

2686721 Square Feet

Total occupied building space:

2686721 Square Feet

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

Indoor air quality testing is conducted on as-needed basis or as-requested bases. All inquiries and/or requests for indoor air quality tests are directed through Facilities & Campus Services Customer Service. A work order is generated for a maintenance technician to investigate any visible conditions to support an indoor air quality concern. If evidence of an issue is found, the problem is abated. If there is no visible evidence of a problem, a work order will be generated for the EHS Office to conduct indoor air quality testing.

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

---
Climate

Points Claimed  0.00
Points Available  16.50

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

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<tbody>
<tr>
<td>OP-4: Greenhouse Gas Emissions Inventory</td>
<td>0.00 / 2.00</td>
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<tr>
<td>OP-5: Greenhouse Gas Emissions Reduction</td>
<td>0.00 / 14.00</td>
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<tr>
<td>Tier2-1: Air Travel Emissions</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Tier2-2: Local Offsets Program</td>
<td>0.00 / 0.25</td>
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## OP-4: Greenhouse Gas Emissions Inventory

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<tr>
<td>0.00 / 2.00</td>
<td>Dedee DeLongpre Johnston</td>
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<td></td>
<td>Director of Sustainability</td>
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<td></td>
<td>Office of Sustainability</td>
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### Criteria

#### Part 1

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

#### Part 2

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

### Submission Note:

Wake Forest is compiling a GHG inventory using the Clean Air Cool Planet inventory tool.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
OP-5: Greenhouse Gas Emissions Reduction

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<th>Score</th>
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</table>
| 0.00 / 14.00 | Dedee DeLongpre Johnston  
Director of Sustainability  
Office of Sustainability |

**Criteria**

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

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

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

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

**Submission Note:**

Though Wake Forest has not yet completed a GHG inventory and cannot therefore track GHG emission reductions, we know that the majority of campus emissions are scope 2, generated by electrical use in the built environment. As is evidenced in Operations credit 7, the university has reduced its electrical consumption from a 2005 baseline and has therefore reduced GHG emissions.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## Tier2-1: Air Travel Emissions

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## Tier2-2: Local Offsets Program

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<td>Office of Sustainability</td>
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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Dining Services

Points Claimed  2.23

Points Available  8.50

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

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

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<tr>
<td>OP-6: Food Purchasing</td>
<td>0.48 / 6.00</td>
</tr>
<tr>
<td>Tier2-1: Trayless Dining</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Tier2-2: Vegan Dining</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Tier2-3: Trans-Fats</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Tier2-4: Guidelines for Franchisees</td>
<td>0.00 / 0.25</td>
</tr>
<tr>
<td>Tier2-5: Pre-Consumer Food Waste Composting</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Tier2-6: Post-Consumer Food Waste Composting</td>
<td>0.00 / 0.25</td>
</tr>
<tr>
<td>Tier2-7: Food Donation</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Tier2-8: Recycled Content Napkins</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Tier2-9: Reusable Mug Discounts</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-10: Reusable To-Go Containers</td>
<td>0.25 / 0.25</td>
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</table>
OP-6: Food Purchasing

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<tr>
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<tbody>
<tr>
<td>0.48 / 6.00</td>
<td>John Wise</td>
</tr>
<tr>
<td></td>
<td>Assistant Vice President</td>
</tr>
<tr>
<td></td>
<td>Hospitality Services</td>
</tr>
</tbody>
</table>

Criteria

Institution purchases food that meets one or more of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade)
- Grown on a farm that operates as a cooperative, has a profit sharing policy for all employees, or has a social responsibility policy covering the following for all workers: union or prevailing wages, transportation and/or housing support, and/or health care benefits.

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

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

Submission Note:

Although 17% of food expenditures meet the criterion as "Grown and processed within 250 miles of the institution," 13% did not meet other sustainability values of the institution and were therefore not included.

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

4

The Website URL where information about the institution's sustainable food procurement efforts is available:

---
Tier 2-1: Trayless Dining

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<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>0.25 / 0.25</td>
<td>Matt Lugo</td>
</tr>
<tr>
<td></td>
<td>Marketing Manager</td>
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<td></td>
<td>ARAMARK</td>
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</table>

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

Yes

A brief description of the trayless dining program:

The trayless dining program was implemented in the spring 2008 semester. The program not only reduces our water and chemical usage but also aids in the reduction of food waste.

The website URL where information about the program is available:

**Tier2-2: Vegan Dining**

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<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</table>
| 0.25 / 0.25 | Matt Lugo  
Marketing Manager  
ARAMARK |

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

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

Yes

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

Collaborating with our registered dietitian, we have developed a vegan dining awareness program. The vegan options are clearly identified in the dining hall during each meal and are communicated on our dining website.

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

### Tier2-3: Trans-Fats

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<tr>
<td>0.25 / 0.25</td>
<td>Matt Lugo</td>
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<tr>
<td></td>
<td>Marketing Manager</td>
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<td>ARAMARK</td>
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"---" indicates that no data was submitted for this field

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

Yes

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

All of our fryer oil is trans-fat free.

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

http://wfu.edu/dining
**Tier2-4: Guidelines for Franchisees**

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<tr>
<td>0.00 / 0.25</td>
<td>Dedee DeLongpre Johnston</td>
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<tr>
<td></td>
<td>Director of Sustainability</td>
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<td>Office of Sustainability</td>
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"---" indicates that no data was submitted for this field

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

No

A brief description of the guidelines for franchisees:

The university does not have sustainability guidelines for franchisees.

The website URL where information about the guidelines is available:

---
Tier2-5: Pre-Consumer Food Waste Composting

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<tr>
<td>0.00 / 0.25</td>
<td>Megan Anderson</td>
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<tr>
<td></td>
<td>Manager, Waste Reduction &amp; Recycling</td>
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<tr>
<td></td>
<td>Facilities &amp; Campus Services</td>
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</table>

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

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

No

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

The university does not have a pre-consumer food waste composting program for food preparation waste. As is described in Tier 2-7, however, the university donates food that is not served to community agencies.

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

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Tier2-6: Post-Consumer Food Waste Composting

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<tr>
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<td>Manager, Waste Reduction &amp; Recycling</td>
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<td></td>
<td>Facilities &amp; Campus Services</td>
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"---" indicates that no data was submitted for this field

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

No

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

The university does not have a post-consumer food waste composting program. We piloted a food macerator/dehydrator during the fall 2010 semester, as a precursor to developing a full food waste and urban yard waste composting program.

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

---
Tier2-7: Food Donation

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| 0.25 / 0.25 | Shelley (Graves) Sizemore  
Campus Kitchen Coordinator  
Student Life |

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

Does the institution donate leftover or surplus food?:

Yes

A brief description of the food donation program:

The Campus Kitchen at Wake Forest is a food "recycling" program that takes cooked but never served food from the campus dining hall and assembles healthy and nutritious meals for members of our community living in food poverty. Our Campus Kitchen has quite a history. It grew out of a student-run program called Homerun started by two Wake Forest Juniors in 1999. Karen Borchert and Jessica Jackson went on to start the national program called “The Campus Kitchens Project.”

Through a partnership with ARAMARK, we are able to repurpose an average of 600 pounds of food every month - food that is prepared but never served on campus and that would otherwise go to waste.

Our food is distributed by local social service agencies in Winston-Salem. These agencies use our food as a resource so that they can allocate existing but limited resources to increase their services to the communities they serve.

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

http://www.ckwfu.org/
Tier2-8: Recycled Content Napkins

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<th>Responsible Party</th>
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</table>
| 0.25 / 0.25 | Matt Lugo  
            | Marketing Manager  
            | ARAMARK |

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

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

Yes

A brief description of the purchasing behavior:

All paper products purchased for Dining Services contain recycled content.

The website URL where information about the purchasing is available:

http://wfu.edu/dining
Tier2-9: Reusable Mug Discounts

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</table>
| 0.25 / 0.25 | Matt Lugo  
Marketing Manager  
ARAMARK |

Submission Note:
Starbucks and Campus Grounds offer a re-usable mug discount.

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

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

Yes

A brief description of the reusable mug program:

Some franchises on campus offer a re-usable mug program.

Amount of the discount offered for using reusable mugs:

0.25

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

---
Tier2-10: Reusable To-Go Containers

Score

0.25 / 0.25

Responsible Party

Matt Lugo
Marketing Manager
ARAMARK

Submission Note:
Prior to the implementation of the re-usable container program, diners who ate at the primary dining outlet at Wake Forest used an average of 7,000 disposable Styrofoam containers a week.

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

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

Yes

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

The reusable to-go container program started in January 2010, as a voluntary option for diners. Beginning with the 2010/11 academic year, the program became mandatory.

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

http://sustainability.wfu.edu/2010/01/17/reusable-to-go-container-giveaway-january-20
Energy

**Points Claimed** 3.73

**Points Available** 16.50

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

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

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>OP-7: Building Energy Consumption</td>
<td>2.73 / 8.00</td>
</tr>
<tr>
<td>OP-8: Clean and Renewable Energy</td>
<td>0.00 / 7.00</td>
</tr>
<tr>
<td>Tier2-1: Timers for Temperature Control</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Tier2-2: Lighting Sensors</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-3: LED Lighting</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-4: Vending Machine Sensors</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Tier2-5: Energy Management System</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Tier2-6: Energy Metering</td>
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**OP-7: Building Energy Consumption**

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<tr>
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<td>Greg Lischke&lt;br&gt;Asst Director Utilities &amp; Engineering&lt;br&gt;Facilities - Maintenance &amp; Utilities</td>
</tr>
</tbody>
</table>

**Criteria**

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

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

- 1 kWh = 0.003412 MMBtu
- 1 MWh = 3.412 MMBtu
- 1 therm = 0.1 MMBtu
- 1 kBtu = 0.001 MMBtu
- 1 ton-hour = 0.012 MMBtu
- 1 MJ = 0.000948 MMBtu

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

**Total building energy consumption, 2005:**

415591 MMBtu

**Building space, 2005:**

2485998 Gross Square Feet

**Total building energy consumption, performance year:**

361192 MMBtu

**Building space, performance year:**
2605170 Gross Square Feet
OP-8: Clean and Renewable Energy

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</table>
| 0.00 / 7.00 | Greg Lischke  
Asst Director Utilities & Engineering  
Facilities - Maintenance & Utilities |

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBTU

Submission Note:
The university installed solar hot water heating on a new LEED-designed residence hall, which opened summer 2010.

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

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

0 MMBtu

Option 2: Non-electric renewable energy generated:

0 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes:

0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:

0 MMBtu

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

0 MMBtu

Total energy consumed during the performance year:

361192 MMBtu

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

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

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

A brief description of RECs or other similar renewable energy products purchased during the previous year:
---

A brief description of co-generation technologies deployed:
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The website URL where information about the institution's renewable energy sources is available:
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Tier 2.1: Timers for Temperature Control

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<tr>
<td>0.25 / 0.25</td>
<td>Greg Lischke</td>
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<tr>
<td></td>
<td>Asst Director Utilities &amp; Engineering</td>
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<td>Facilities - Maintenance &amp; Utilities</td>
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</table>

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

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

Yes

A brief description of the technology used:

All academic and administration buildings have time-of-day schedules in the building automation systems. The schedules allow the air handlers to run only as necessary to maintain the building temperature between 60 and 80 degrees during unoccupied periods. During the holiday setback, most buildings are allowed to float between 55 degF and 85 degF.

The website URL where information about the practice is available:

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Tier2-2: Lighting Sensors

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<tr>
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</table>

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

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

Yes

A brief description of the technology used:

The university uses motion sensors in some classrooms, especially those in which we recently upgraded the lighting. The majority of the renovated restrooms, library stacks, and most office spaces use occupancy sensors as well. Some residence hall common spaces (i.e Martin, Polo, and others) also use occupancy sensors. The vast majority of the outdoor lighting systems on campus use photoeye or timer controls.

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

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Tier2-3: LED Lighting

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<tr>
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"---" indicates that no data was submitted for this field

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

Yes

A brief description of the technology used:

We have several outdoor LED lights in the Benson/Tribble Courtyard, and some LED bollards on the pedestrian trail behind the Reynolda Road campus entrance sign. WFU intends to expand its LED lighting as opportunities allow and as LED technologies improve.

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

---
## Tier2-4: Vending Machine Sensors

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<tr>
<td>0.00 / 0.25</td>
<td>John Wise</td>
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<td></td>
<td>Assistant Vice President</td>
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<td>Hospitality Services</td>
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</table>

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

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

No

A brief description of the technology used:

Wake Forest has worked with the vending contractors to remove lights from the vending machines where ambient lighting is sufficient to illuminate the products in the machines.

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

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Tier2-5: Energy Management System

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

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

No

A brief description of the management system:

The university has several systems and methods to account for campus energy consumption, however we do not currently tie all this data back into one centralized system.

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

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Tier2-6: Energy Metering

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

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

Yes

A brief description of the metering system:

The university has a centralized power metering system that tracks the power consumption for virtually all buildings on campus. The campus has centralized steam and chilled water distribution systems. In most buildings, electricity is the only purchased utility. However, some also have natural gas.

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

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

<table>
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<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>OP-9: Integrated Pest Management</td>
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<tr>
<td>Tier2-1: Native Plants</td>
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<tr>
<td>Tier2-2: Wildlife Habitat</td>
<td>0.25 / 0.25</td>
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<td>Tier2-3: Tree Campus USA</td>
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<tr>
<td>Tier2-4: Snow and Ice Removal</td>
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<td>Tier2-5: Compost</td>
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</table>
OP-9: Integrated Pest Management

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<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
</table>
| 2.00 / 2.00 | Jim Coffey  
Director of Landscaping Services  
Facilities & Campus Services |

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

The size of the campus grounds :

324.89 Acres

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

324.89 Acres

A brief description of the IPM plan(s) :

The university employs an integrated pest management system in all landscaping performed on the Reynolda Campus. A healthy sustainable landscape is dependent upon choosing the right plant for the site. The Landscaping Services department strives to use improved cultivars, disease resistant varieties and proven species whenever possible. Several cultural practices are implemented in a successful IPM program. Soil is amended to promote healthy vigorous plants. Mulches are used to suppress weeds, insulate the soil and regulate moisture.

Turf is mowed at regular intervals at the proper height and fertilized per North Carolina Department of Agriculture recommendations. Proper pruning is practiced on all trees and shrubs in accordance with the specifications outlined in the Campus Tree Care Plan. A wide variety of species are planted not only for visual interest but for genetic diversity. Older, more disease prone varieties are gradually removed and
replaced with disease and insect resistant varieties.

The university recently employed a local goatscaping company, Piedmont Goatscrapers, to help fight a kudzu and English ivy infestation in a wooded area of campus without the use of harmful chemicals and damaging heavy equipment. We are looking into using the goats again in the future.

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

http://www.wfu.edu/facilities/docs/TreeCarePlan.pdf
### Tier2-1: Native Plants

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<th>Responsible Party</th>
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<tbody>
<tr>
<td>0.25 / 0.25</td>
<td>Jim Coffey</td>
</tr>
<tr>
<td></td>
<td>Director of Landscaping Services</td>
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<tr>
<td></td>
<td>Facilities &amp; Campus Services</td>
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</tbody>
</table>

**Submission Note:**
Though the flower beds are composed almost equally of perennial and annual blooms, these manicured areas comprise only a small portion of the university's land area. The large lawns around campus are not irrigated and much of the land is retained as woodlands or meadow for wildlife habitat. When planning a new landscaping project, Landscaping Services makes sure to incorporate some native plants into the design, but this is not possible on all areas of campus where some micro-climates born of the semi-urban environment make the soil too hot and dry for native plants.

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

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

Yes

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

The university features both native and non-native species in landscaping. Approximately 85 percent of plantings are native species in all new landscaping. All plantings are within hardiness zone 7.

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

---
Tier2-2: Wildlife Habitat

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
</table>
| 0.25 / 0.25 | Jim Coffey  
Director of Landscaping Services  
Facilities & Campus Services |

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

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

Yes

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

A large portion of the university's acreage has been preserved as forest. Only the first few feet around the perimeter of these wooded areas is trimmed and pruned for safety and aesthetics.

With the completion of the university's first LEED-certified building, the Diane Dailey Golf Learning Center, Landscaping Services ensured that some areas of the surrounding gardens were retained as wild habitat and planted with native plants. In 2008, the university converted a large mowed lawn in front of the Reynolda House Museum of American Art into a natural meadow in order to restore wildlife habitat. The Meditation Garden and Bioretention pond, installed in 2009 in the woods off Faculty Drive, have also provided new habitat for a productive duck population.

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

---
Tier2-3: Tree Campus USA

Score

0.00 / 0.25

Responsible Party

Jim Coffey
Director of Landscaping Services
Facilities & Campus Services

Submission Note:
Though we have not yet become an Arbor Day Foundation Tree Campus, we are far along the path to recognition. During the summer and fall of 2010, the university created and approved a Campus Tree Care Plan, is working to establish a Campus Tree Advisory Committee and allocated funding for the preservation of university trees. This April, we will host an official North Carolina Arbor Day celebration and will apply for recognition this summer.

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

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

No

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

We have not yet received Tree Campus USA recognition.

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

http://www.wfu.edu/facilities/docs/TreeCarePlan.pdf
Tier2-4: Snow and Ice Removal

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</table>
| 0.00 / 0.25 | Jim Coffey
              Director of Landscaping Services
              Facilities & Campus Services

Submission Note:
The Inclimate Weather Plan is available to all members of the snow and ice removal crews and recommends the preventative use of liquid brine when a storm is immanent. Preventative measures utilize fewer chemicals to perform the same task as measures taken after the fact. Members of the snow and ice removal teams are encouraged to minimize use of salt and chemical products in order to preserve soil integrity and prevent damage to university walking surfaces.

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

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

No

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

No formal policy exists for reducing the negative impacts of snow and ice removal.

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

---
Tier2-5: Compost

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<td>0.25 / 0.25</td>
<td>Jim Coffey</td>
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<td></td>
<td>Director of Landscaping Services</td>
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<td></td>
<td>Facilities &amp; Campus Services</td>
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</table>

Submission Note:
Landscaping Services is ardently pursuing a formal composting facility on campus to handle all of the urban yard waste generated by the Reynolda Campus.

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

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

Yes

A brief description of the composting or mulching program:

Facilities Management uses all wood chips from landscaping projects as mulch for projects around campus or as part of a compost mixture. The university's abundant leaves are donated to local organic farms such as Children's Home Inc. for use as compost in their extensive gardens because of the lack of a large-scale composting site on the internal core of Reynolda Campus. These donated leaves travel only 3.5 miles to their final destination and the university does not pay for any removal of urban yard waste. Leaves have also been used in the Campus Garden to enrich the compost.

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

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>OP-10: Computer Purchasing</td>
<td>1.50 / 2.00</td>
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<tr>
<td>OP-11: Cleaning Products Purchasing</td>
<td>1.65 / 2.00</td>
</tr>
<tr>
<td>OP-12: Office Paper Purchasing</td>
<td>0.53 / 2.00</td>
</tr>
<tr>
<td>OP-13: Vendor Code of Conduct</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Tier2-1: Historically Underutilized Businesses</td>
<td>0.25 / 0.25</td>
</tr>
<tr>
<td>Tier2-2: Local Businesses</td>
<td>0.25 / 0.25</td>
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</table>
**OP-10: Computer Purchasing**

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<tbody>
<tr>
<td>1.50 / 2.00</td>
<td>Laura Jane Kist</td>
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<tr>
<td></td>
<td>Buyer</td>
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<tr>
<td></td>
<td>Procurement Services</td>
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</table>

**Criteria**

**Part 1**

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

**Part 2**

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

**Submission Note:**

Wake Forest does not have a policy in place specifying the purchase of EPEAT Silver or Gold certified computers; however, the standard computers issued to faculty, staff and students are all EPEAT Gold.

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

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

No

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

---

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

---

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

Expenditures on EPEAT Gold desktop and laptop computers and monitors:

4032728 US/Canadian $

Expenditures on EPEAT Silver desktop and laptop computers and monitors:

0 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:

4032728 US/Canadian $
OP-11: Cleaning Products Purchasing

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<tr>
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<tbody>
<tr>
<td>1.65 / 2.00</td>
<td>Frank Thomas</td>
</tr>
<tr>
<td></td>
<td>Director of Custodial Services</td>
</tr>
</tbody>
</table>

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Criteria

Part 1

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

Part 2

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

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

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

Yes

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

http://sustainability.wfu.edu/2010/09/28/custodial-services-recognized-for-new-os1-cl

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

Since 2009, the institution has been in the process of transitioning to a new way of cleaning utilizing OS1 (Operating System 1) which mandates the use of Green Seal cleaning products. To date we have transitioned seven buildings and are working systematically to convert the rest of the campus.

Additionally, food service provider ARAMARK has transitioned to many low-chemical cleaning processes (http://sustainability.wfu.edu/2010/11/12/aramark-implements-new-green-cleaning-pro...).
Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:

Yes

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

42787 US/Canadian $

Total expenditures on cleaning products:

55743 US/Canadian $

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

---
OP-12: Office Paper Purchasing

Score  
0.53 / 2.00  

Responsible Party  
Laura Jane Kist  
Buyer  
Procurement Services

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

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

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

Yes

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

http://sustainability.wfu.edu/resources/

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

The Sustainable Printing and Sustainable Purchasing guidelines are disseminated to departments through the network of Green Team captains.

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

Yes

Expenditures on 10-29 percent recycled-content office paper:
2364.26 US/Canadian $

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

5649.13 US/Canadian $

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

0 US/Canadian $

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

20.40 US/Canadian $

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

95.86 US/Canadian $

Total expenditures on office paper:

135841.33 US/Canadian $
**OP-13: Vendor Code of Conduct**

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<tr>
<td>1.00 / 1.00</td>
<td>Buz Moser</td>
</tr>
<tr>
<td></td>
<td>Executive Director</td>
</tr>
<tr>
<td></td>
<td>Business Services</td>
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</table>

**Criteria**

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

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

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

Yes

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

---

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

Vendor Code of Conduct.doc

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

Wake Forest University Stores issues the attached Code of Conduct to ensure that vendors are completely aware of the purchasing agents' non-negotiable standards. Each vendor is required to acknowledge by signature that they understand and will fully comply with this code of conduct.

Wake Forest University Stores' website is currently under (re)construction. This code will be posted prominently on a vendor tab.
**Tier2-1: Historically Underutilized Businesses**

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<td>Laura Jane Kist</td>
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<td>Buyer</td>
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<td></td>
<td>Procurement Services</td>
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**Submission Note:**
The Procurement Policy with the above diversity practice officially becomes effective 02-15-2011. At that time it will be available for public review at the URL listed.

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

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

Yes

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

Procurement Services, in collaboration with the Office of Business Diversity Programs, will promote the development of significant and mutually beneficial relationships with diverse, local and small business enterprises. Wake Forest promotes equal access to procurement opportunities. More information on diverse suppliers is available from the U.S. Small Business Administration.

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

http://procurement.wfu.edu/purchasing_policy.html
Tier2-2: Local Businesses

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<td>Procurement Services</td>
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Submission Note:
The Procurement Policy with the above diversity practice officially becomes effective 02-15-2011. At that time it will be available for public review at the URL listed.

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

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

Yes

A brief description of the program:

Procurement Services, in collaboration with the Office of Business Diversity Programs, will promote the development of significant and mutually beneficial relationships with diverse, local and small business enterprises. Wake Forest promotes equal access to procurement opportunities. More information on diverse suppliers is available from the U.S. Small Business Administration.

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

http://procurement.wfu.edu/purchasing_policy.html
This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>OP-14: Campus Fleet</td>
<td>0.23 / 2.00</td>
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<tr>
<td>OP-15: Student Commute Modal Split</td>
<td>3.00 / 4.00</td>
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<tr>
<td>OP-16: Employee Commute Modal Split</td>
<td>0.09 / 3.00</td>
</tr>
<tr>
<td>Tier2-1: Bicycle Sharing</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Tier2-2: Facilities for Bicyclists</td>
<td>0.25 / 0.25</td>
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<tr>
<td>Tier2-3: Bicycle Plan</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Tier2-4: Mass Transit</td>
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<tr>
<td>Tier2-5: Condensed Work Week</td>
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<td>Tier2-6: Telecommuting</td>
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<td>Tier2-7: Carpool Matching</td>
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<td>Tier2-8: Cash-out of Parking</td>
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<td>Tier2-9: Carpool Discount</td>
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<td>Tier2-10: Local Housing</td>
<td>0.00 / 0.25</td>
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<td>Tier2-11: Prohibiting Idling</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Tier2-12: Car Sharing</td>
<td>0.25 / 0.25</td>
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</table>
### OP-14: Campus Fleet

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<tbody>
<tr>
<td>0.23 / 2.00</td>
<td>Brooks Caitlin</td>
</tr>
<tr>
<td></td>
<td>Sustainability Intern</td>
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<td>Office of Sustainability</td>
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</table>

#### Criteria

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

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

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

#### Submission Note:

The university operates a solar-electric plug-in hybrid shuttle as an on-campus circulator.

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

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

0

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

0

Plug-in hybrid vehicles in the institution’s fleet:

1
100 percent electric vehicles in the institution’s fleet:

30

Hydrogen fueled vehicles in the institution’s fleet:

0

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

0

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

0

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

264
### OP-15: Student Commute Modal Split

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<tr>
<th>Score</th>
<th>Responsible Party</th>
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</table>
| 3.00 / 4.00 | Alex Crist  
Manager, Parking and Transportation  
Parking and Transportation |

#### Criteria

Institution's students commute to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include living on campus, walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

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

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

- 56%

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

- 8%

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

- 11%

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

- 25%

The website URL where information about alternative transportation is available:

- [http://www.wfu.edu/ridethewake](http://www.wfu.edu/ridethewake)
OP-16: Employee Commute Modal Split

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<tr>
<td>0.09 / 3.00</td>
<td>Alex Crist</td>
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<tr>
<td></td>
<td>Manager, Parking and Transportation</td>
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<td>Parking and Transportation</td>
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</table>

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

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

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

1

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

1

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

1

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

97

The website URL where information about alternative transportation is available:

http://www.wfu.edu/ridethewake/
Tier 2-1: Bicycle Sharing

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<tr>
<td>0.00 / 0.25</td>
<td>Alex Crist</td>
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<td>Manager, Parking and Transportation</td>
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"---" indicates that no data was submitted for this field

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

No

A brief description of the program:

We do not have a bicycle sharing program at this time.

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

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

Yes

A brief description of the facilities:

Though the university does not offer indoor bicycle storage at the facility, the Miller Center and Reynolds Gym serve as locker and shower facilities for alternative transportation commuters.

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

---
Tier2-3: Bicycle Plan

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<td>0.00 / 0.25</td>
<td>Alex Crist</td>
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<td>Manager, Parking and Transportation</td>
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<td>Parking and Transportation</td>
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</table>

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

Has the institution developed a bicycle plan?:

No

A brief description of the plan:

Although the Master Plan calls for the development of a more pedestrian and bicycle-friendly campus core, including the development of bicycle lanes, there is not currently a bicycle plan in place.

The website URL where information about the plan is available:

---
## Tier2-4: Mass Transit

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</table>
| 0.25 / 0.25 | Alex Crist  
Manager, Parking and Transportation  
Parking and Transportation |

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

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

Yes

**A brief description of the program:**

Wake Forest does not offer free or reduced-price transit passes. The transit system offers relatively limited options for Wake Forest commuters.

The university offers shuttle programs that are free to students. These programs include:

1. Two individual routes that transport students who live in apartment complexes within a 5-mile radius of campus to/from campus. On average, 7466 students are transported per month.

2. A shuttle transports students around campus and to/from off-campus/satellite lots and surrounding WFU buildings.

3. A special shuttle transports students on Thursday, Friday and Saturday evenings to local and downtown venues.

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

http://www.wfu.edu/ridethewake
Tier2-5: Condensed Work Week

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<tr>
<th>Score</th>
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<tr>
<td>0.25 / 0.25</td>
<td>Angela Culler</td>
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<td>Interim Asst. Vice President</td>
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<td>Human Resources</td>
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Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit:

Yes

A brief description of the program:

WFU department heads may approve a staff member's request to work a variable work schedule depending on program and operational needs. Factors that are considered are availability of adequate supervision, accessibility to business contacts and the constituents being served.

The website URL where information about the program is available:

http://www.wfu.edu/hr/policies/III-2.pdf
Tier2-6: Telecommuting

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<td>Interim Asst. Vice President</td>
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<td>Human Resources</td>
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"---" indicates that no data was submitted for this field

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

No

A brief description of the program:

The university does not have a telecommuting policy.

Telecommuting requests are reviewed on an individual basis and may be granted to staff upon the approval of the department head. Factors that are considered are availability of adequate supervision, accessibility to business contacts and the constituents being served.

The website URL where information about the program is available:

---
**Tier2-7: Carpool Matching**

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| 0.25 / 0.25 | Alex Crist  
Manager, Parking and Transportation  
Parking and Transportation |

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

**Does the institution have a carpool matching program?:**

Yes

**A brief description of the program:**

The university uses a carpool matching program that is offered by the Piedmont Authority for Regional Transportation (www.sharetheridenc.com), which helps potential users find carpool partners through their ride matching software.

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

http://www.wfu.edu/facilities/ParkingManagement.html
### Tier2-8: Cash-out of Parking

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<th>Responsible Party</th>
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</table>
| 0.00 / 0.25 | Alex Crist  
Manager, Parking and Transportation  
Parking and Transportation |

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?:

No

**A brief description of the program:**

We do not offer this type of program to employees, but students have the option to return a permit they previously purchased if they choose to park in the satellite lot - which is free - or opt to ride the shuttle bus from one of the area apartment complexes that is served by the university.

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

---
## Tier2-9: Carpool Discount

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</table>
| 0.00 / 0.25 | Alex Crist  
Manager, Parking and Transportation  
Parking and Transportation |

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

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

No

**A brief description of the program:**

The university's carpool program is only offered to employees at this time, who do not currently pay parking permit fees.

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

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Tier2-10: Local Housing

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<td>Parking and Transportation</td>
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</table>

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

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

No

A brief description of the incentives or programs:

Faculty and staff live in housing that is adjacent to the campus, facilitating walking and bicycling to work. There are no additional incentives for this option, other than convenience.

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

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### Tier2-11: Prohibiting Idling

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

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

No

**A brief description of the policy:**

There is no policy prohibiting vehicles from idling, but several gas powered maintenance vehicles have been replaced with electric vehicles, therefore reducing vehicle emissions.

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

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Tier2-12: Car Sharing

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<td>Manager, Parking and Transportation</td>
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"---" indicates that no data was submitted for this field

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

Yes

A brief description of the program:

Wake Forest launched a car sharing program through Zipcar in January 2010. As of December 2010, there were two vehicles in the shared fleet and membership tripled between the summer of 2010 and winter 2010 due to an aggressive marketing campaign.

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

http://www.zipcar.com/wfu/
Waste

Points Claimed  5.01

Points Available  12.50

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<table>
<thead>
<tr>
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<tr>
<td>OP-17: Waste Reduction</td>
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<tr>
<td>OP-18: Waste Diversion</td>
<td>1.32 / 3.00</td>
</tr>
<tr>
<td>OP-19: Construction and Demolition Waste Diversion</td>
<td>0.94 / 1.00</td>
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<tr>
<td>OP-20: Electronic Waste Recycling Program</td>
<td>1.00 / 1.00</td>
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<tr>
<td>OP-21: Hazardous Waste Management</td>
<td>1.00 / 1.00</td>
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<tr>
<td>Tier2-1: Materials Exchange</td>
<td>0.00 / 0.25</td>
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<tr>
<td>Tier2-2: Limiting Printing</td>
<td>0.25 / 0.25</td>
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<td>Tier2-3: Materials Online</td>
<td>0.00 / 0.25</td>
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<td>Tier2-4: Chemical Reuse Inventory</td>
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<td>Tier2-5: Move-In Waste Reduction</td>
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<tr>
<td>Tier2-6: Move-Out Waste Reduction</td>
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</table>
OP-17: Waste Reduction

Criteria

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


Submission Note:
The manager of waste reduction and recycling is a new position hired in December, 2010. Specific data for each waste stream has been recorded for 2010. Waste and Recycling data was collected for many years before this, but it is not broken down enough to calculate and complete this submission with the desired level of accuracy. Please see the notes below for details on how numbers were reached: 2007 was used as the base year because data for 2005 was not available. All data has been recorded for the calendar year (January to December) and therefore reported in that way. Compost data for the baseline year is data for yard waste (as all of our yard waste is re-used/composted in various ways). We added surplus furniture as a new category to our waste diversion totals for 2010. We have plans to facilitate the growth of this program in the coming years. Surplus Furniture accounted for 27.37 tons of total waste diverted from the landfill for 2010.

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

Weight of materials recycled, 2005 baseline year :

573.60 Tons

Weight of materials composted, 2005 baseline year :

409.57 Tons

Weight of materials disposed as garbage, 2005 baseline year :

1520 Tons

Weight of materials recycled, performance year :
1077.42 Tons

Weight of materials composted, performance year:

586.25 Tons

Weight of materials disposed as garbage, performance year:

1371.95 Tons

On-campus residents, 2005:

3011

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

4100

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

125

On-campus residents, performance year:

3191

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

4438

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

202

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

---
OP-18: Waste Diversion

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<tr>
<th>Score</th>
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</table>
| 1.32 / 3.00 | Megan Anderson  
Manager, Waste Reduction & Recycling  
Facilities & Campus Services |

Criteria

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

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

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

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

1076.28 Tons

Materials disposed in a solid waste landfill or incinerator:

1371.95 Tons

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

Wake Forest University has created partnerships between the Office of Waste Reduction and Recycling and the Office of Sustainability with various departments throughout campus. We work with a contact supervisor from each of these departments to promote waste diversion, recycling, re-use, etc. and keep accurate records of all waste diverted from the landfill. Categories include:

- MIXED PAPER (RCA)
  - commingled
  - contract shredded
- CARDBOARD (PSD)
- DRINK CONTAINERS (RCA)
- YARD WASTE (on site)
  - leaves/grass
  - firewood
  - chips
  - Reynolda Gardens
METAL (Recycle South)
  • scrap
  • white goods (appliances)
WOOD (AJ Wood)
  • lumber
  • pallets
CONSTRUCTION & DEMOLITION (diverted to C&D site)
  • concrete
  • stone
  • asphalt
  • brick/block
MISC
  • computer equipment
  • batteries
  • bulbs/ballasts
  • auto batteries
  • tires
  • oil/filters
  • food rescue
  • e-cycling
  • toner cartridges
  • spring move-out
  • surplus furniture
OP-19: Construction and Demolition Waste Diversion

Score

0.94 / 1.00

Responsible Party

Megan Anderson
Manager, Waste Reduction & Recycling
Facilities & Campus Services

Criteria

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

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

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

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

103.27 Tons

Amount of construction and demolition materials landfilled or incinerated:

6.50 Tons

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

Waste reduction tracking was assumed by a new Manager of Waste Reduction and Recycling in December 2010. Tracking of waste streams have not been broken down as to specific type of C&D waste; the reported 6.5 tons was generated from small/in-house C&D project reports.

The C&D waste diversion numbers for large projects (i.e., LEED-certified projects) were not available at the time of the STARS submission.
OP-20: Electronic Waste Recycling Program

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<td>Manager, Waste Reduction &amp; Recycling</td>
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<td>Facilities &amp; Campus Services</td>
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</table>

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Yes

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


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

E-waste that is generated from operations or faculty/staff is managed through the Information Systems (IS) Department. An on-line request for pick-up of the waste is necessary to notify Information Systems
that e-waste is in need of proper disposal or recycling. Once a request has been submitted, IS will contact
the owner/requester to schedule the pick-up. IS will collect the e-waste for proper shipment to the
recycler.

Wake Forest also works with the company Greendisk to collect TechnoTrash at designated places around
campus. Students, faculty and staff are encouraged to place all e-waste (unusable/out of date cell phones,
CDs, cords, and other electronics) in bins. When these bins are full, they are collected and shipped to
Greendisk to be properly re-used, refurbished, or recycled.

Wake Forest University specifically chose Greendisk because we believe that the company is a
responsible and reputable e-waste recycler. More information about this company is available at:
http://greendisk.com/

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

As stated above, Wake Forest University collects student-generated e-waste and recycles it through
Greendisk. Please see the description above for detailed information about this program.

Additionally, Wake Forest students receive a standard issue laptop upon matriculation at the university.
The laptops are replaced every two years. Upon exchange, used laptops are cleaned of all data and a new
software package is uploaded. The restored computers are sold to the local public school system at a
reduced priced.

The website URL where information about the e-waste recycling program is available:
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OP-21: Hazardous Waste Management

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<tr>
<td>1.00 / 1.00</td>
<td>Michelle Adkins</td>
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<td>Director,</td>
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<td>Environmental</td>
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<td>Health &amp; Safety</td>
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<td>Facilities &amp;</td>
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<td>Campus Services</td>
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Criteria

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

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

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

Yes

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

A key component of the university's waste management plan is waste minimization. WFU (Wake Forest University) has a progressive Waste Minimization Plan and was awarded in June 2010, by the County Commissioners and the Environmental Affairs Board of Forsyth County, a special environmental award for proactive hazardous waste reduction programs including best management practices, improved chemical inventory control, inter-department redistribution of unused chemicals, neutralization of concentrated acids and caustics and waste consolidation. Universal waste is collected and managed in a variety of ways to prevent breakage, contamination, and generation of additional hazardous waste. All Universal Waste is sent to permitted recycling facilities.

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

Wake Forest University has a hazardous waste management program whereby all generated waste streams are inventoried, collected, and stored in a Hazardous Waste Accumulation Area on campus. All waste is properly marked and labeled in approved containers, and segregation of incompatibles is achieved by employment of two distinct hazardous storage buildings. Annual training is provided to all department personnel that generate hazardous waste.

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

http://www.wfu.edu/facilities/safety/Environmental.html
## Tier2-1: Materials Exchange

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<td>Manager, Waste Reduction &amp; Recycling</td>
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<td>Facilities &amp; Campus Services</td>
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"---" indicates that no data was submitted for this field

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

No

**A brief description of the program:**

A Wake Forest purchasing representative currently manages all WFU surplus furniture. The main goal is to relocate furniture that is no longer needed to another useful place on campus. If this is not possible, the furniture is donated to a local agency. This year, the surplus furniture program diverted over 27 tons from the landfill. There are plans to greatly improve the program in the coming year. A new surplus storage facility, and staff to handle moves and relocation procedures, are under consideration. Once this has been established, the program can expand.

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

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Tier 2-2: Limiting Printing

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<tr>
<td>0.25 / 0.25</td>
<td>Brooks Caitlin</td>
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<td>Sustainability Intern</td>
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<td>Office of Sustainability</td>
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"---" indicates that no data was submitted for this field

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

Yes

A brief description of how printing is limited:

There are no free printers in any common access areas on campus. Students of the Undergraduate School of Arts and Sciences receive 50 free pages (copies or prints) per semester on their ID cards. Students of the Graduate School of Arts and Sciences receive 250 free pages per semester. Beyond these free pages, the cost per page is 8¢.

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

http://zsr.wfu.edu/services/technology/printing.html
## Tier2-3: Materials Online

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| 0.00 / 0.25 | Dedee DeLongpre Johnston  
Director of Sustainability  
Office of Sustainability |

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

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

No

A brief description of the practice:

The Office of Communications and External Relations has assembled a cross-campus group of communicators to establish guidelines for which materials are printed and which are Web-based.

The website URL where information about the practice is available:

---
## Tier2-4: Chemical Reuse Inventory

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| 0.00 / 0.25 | Michelle Adkins  
Director, Environmental Health & Safety  
Facilities & Campus Services |

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

No

A brief description of the program:

As departments contact the EHS Office for waste pick-up, the EHS staff work with other departments on campus -- specifically, the academic laboratories, to notify and offer use of unwanted virgin chemicals.

The website URL where information about the practice is available:

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Tier 2-5: Move-In Waste Reduction

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</table>
| 0.25 / 0.25 | Megan Anderson  
Manager, Waste Reduction & Recycling  
Facilities & Campus Services |

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

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

Yes

A brief description of the program:

Facilities and Campus Services staff members assist new families with move-in. During this time, cardboard recycling collection centers are set up at each residence hall.

A tip sheet offering 10 Steps for a Greener College Move-In is also circulated to incoming families. The tips offer ways to reduce waste in the packing and moving process.

The website URL where information about the program is available:

Tier 2-6: Move-Out Waste Reduction

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</table>
| 0.25 / 0.25 | Brooks Caitlin  
Office of Sustainability |

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

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

Yes

A brief description of the program:

University students diverted more than 8,725 pounds of waste from dumpsters and landfills during the Spring 2010 move out.

For the 3rd semester in a row, the university partnered with Better World Books to give students a way to dispose of unwanted textbooks that the bookstore cannot buy back. By the end of move out, they had collected 2500 pounds of books, a 40 percent increase over last year’s poundage.

Another program, “Deacs Donate,” facilitated the donation of more than 5,225 pounds of clothing, small appliances, and household goods to the Salvation Army.

In a new initiative called “Recycle Your Notes,” the Office of Sustainability interns collected 1000 pounds of notepaper to be recycled and saved the half-empty notebooks for reuse.

The website URL where information about the program is available:

http://sustainability.wfu.edu/2010/06/02/students-divert-4-4-tons-of-waste/
Water

Points Claimed  8.39

Points Available  10.25

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

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<tr>
<td>OP-23: Stormwater Management</td>
<td>2.00 / 2.00</td>
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<tr>
<td>Tier2-1: Waterless Urinals</td>
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<tr>
<td>Tier2-2: Building Water Metering</td>
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<td>Tier2-3: Non-Potable Water Usage</td>
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<td>Tier2-4: Xeriscaping</td>
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<tr>
<td>Tier2-5: Weather-Informed Irrigation</td>
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</table>
OP-22: Water Consumption

Score

5.39 / 7.00

Responsible Party

Mike Draughn
Director, Maintenance and Utilities Services
Facilities & Campus Services

Criteria

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

Water consumption, 2005 baseline year:

111918750 Gallons

Water consumption, performance year:

92283987 Gallons

On-campus residents, 2005:

3011

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

4100

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

125

On-campus residents, performance year:

3191

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

202

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

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**OP-23: Stormwater Management**

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<td>2.00 / 2.00</td>
<td>Michelle Adkins</td>
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<td>Director, Environmental Health &amp; Safety</td>
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**Criteria**

**Part 1**

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

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

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

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

**Part 2**

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

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

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

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

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

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations?**
A brief description of the institution's stormwater management initiatives:

The university works closely with the City of Winston-Salem to develop the best management practice for each construction project. All parties involved with the project will collaborate on the needs and most feasible strategy to implement during the construction phase as well as permanent solutions. The university adheres to the stringent requirements of the city stormwater ordinance (see URL).

All storm drains on campus are placarded with warning signs to prevent illicit discharge.

The university also conducted a comprehensive drain survey to ensure all drains are correctly tied to the appropriate discharge system.

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

http://www.ci.winston-salem.nc.us/Home/Departments/Stormwater/Post-Construction/Artic

Does the institution have a living or vegetated roof?:

No

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

---

Does the institution have porous paving?:

No

A brief description of the institution's porous paving:

---

Does the institution have retention ponds?:

Yes

A brief description of the institution's retention ponds:

The university has retention ponds/biocells for stormwater runoff for the South side of campus.

Does the institution have stone swales?:

---
Yes

A brief description of the institution's stone swales:

Several off-campus houses and certain on-campus parking areas have stone swales.

Does the institution have vegetated swales?: Yes

A brief description of the institution's vegetated swales:

There are vegetated swales at some of the off-campus housing and athletic fields.

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

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

Two underground cisterns with total capacity of 107,000 gallons are installed at the university's new Welcome Center.
Tier2-1: Waterless Urinals

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Does the institution use at least one waterless urinal?:

Yes

A brief description of the technology employed:

Wake Forest has two waterless urinals installed in the Worrell Professional Center building as a pilot project of the fixtures.

Wake Forest University has also retrofitted an academic building with high efficiency urinals and dual flush commodes and saw a 40% reduction in water consumption for that building.

The website URL where information about the technology is available:

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## Tier2-2: Building Water Metering

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

Yes

**A brief description of the water metering employed:**

As of the end of FY2010 (June 30, 2010), Wake Forest University had sub-meters on 14 buildings.

We are in the process of adding meters to the majority of remaining campus buildings using automated (remote read) meters. This will account for over 93% of the gross square feet of building space on campus. Additionally, all irrigation and process water (chiller and steam plants) are metered.

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

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## Tier2-3: Non-Potable Water Usage

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| 0.00 / 0.25 | Mike Draughn  
Director, Maintenance and Utilities Services  
Facilities & Campus Services |

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Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:

No

A brief description of the source of non-potable water and how it is used:

The university does not currently use any non-potable water for irrigation or other applications.

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

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Tier2-4: Xeriscaping

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| 0.25 / 0.25 | Jim Coffey  
Director of Landscaping Services  
Facilities & Campus Services |

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

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

Yes

A brief description of the program or practice:

Native plants are prioritized partly because of their drought resistance within our climate zone. Virtually all trees planted on campus meet Hardiness Zone 7, which is appropriate for the Reynolda Campus.

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

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Tier 2-5: Weather-Informed Irrigation

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

Yes

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

New shrub and tree plantings are hand watered from a spigot or a mobile water tank. Although time consuming, hand watering or spot watering is very water wise as only the plants that need water receive water rather than the entire surrounding landscape. Newly planted trees shall receive one inch supplemental water per week in the absence of one or more inches of rainfall, for the first two years through the automatic sprinkler system or through hand-watering.

The rest of campus irrigation is PC controlled. These new systems are linked to a “weather station” on campus which shuts the system off in the event of a significant rain. There are also flow sensors that monitor and shut off the system should a major leak occur. A notification from the PC informs Landscaping Services that there is a problem with the irrigation system, allowing a repair to occur in a timely manner.

The website URL where information about the practice is available:

http://www.wfu.edu/facilities/docs/TreeCarePlan.pdf
Planning, Administration & Engagement

Score  75.24%

Coordination and Planning

Points Claimed  13.00
Points Available  18.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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<td>PAE-2: Strategic Plan</td>
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<td>PAE-3: Physical Campus Plan</td>
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<td>PAE-4: Sustainability Plan</td>
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<td>PAE-5: Climate Plan</td>
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### PAE-1: Sustainability Coordination

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<td>Dedee DeLongpre Johnston</td>
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<td>Director of Sustainability</td>
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#### Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

#### Submission Note:

The Sustainability Working Group was chartered in 2010 but members were not recruited until 2011. The Office of Sustainability and the Center for Energy, Environment, and Sustainability will hire a joint Program Assistant in January 2011. The office employs 10 undergraduate interns.

---

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

Yes

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

Wake Forest University
Sustainability Working Group Charter

Purpose:

The purpose of the Sustainability Working Group at Wake Forest University is to serve the need to work collaboratively across multiple areas of campus operations, academics, and student life to achieve campus sustainability goals.

The group will:

- Gather data for sustainability assessment framework(s) as needed
- Develop collaborative initiatives that improve the sustainability of the campus
- Develop guidelines and policies for campus sustainability
- Develop a long-range sustainability action plan for campus
Composition:

The working group is comprised of staff, faculty, and student members whose work actively supports the university’s guiding principles for sustainability. In accordance with the purpose of the group, the members should represent departments, units, and campus organizations that actively work to increase the sustainability of the university. The group is not an advisory group.

Members of the committee, including affiliations:

Representatives from the following departments, units, and campus organizations are charter members of the group:
Residence Life and Housing
CEES
Athletics
Dining Services
Communications and External Relations
Office of Multicultural Affairs
Purchasing Department
Information Services
Landscaping Services
Waste Reduction and Recycling
Planning and Construction
Maintenance and Utilities
Environmental Health & Safety
Parking and Transportation
Custodial Services
Student Government

Representatives should be designated by a dean, department chair, or director.

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

---

Does the institution have a sustainability office?:

Yes

A brief description of the sustainability office:

The mission of the Office of Sustainability is to encourage and facilitate the collaborative efforts of faculty, students, and staff to generate knowledge, acquire skills, develop values, and initiate practices that contribute to a sustainable, high quality of life on campus, in the Triad, and across the globe.

The Office of Sustainability supports faculty, students, and staff in assuming leadership to transform the following fifteen guiding principles into practices:
Stewardship
Service and Outreach
Teaching and Research
Energy Conservation and Climate Change
Land and Resource Management
Dining and Food Systems
Built Environment
Waste Reduction
Procurement
Transportation
Health and Wellbeing
Equity
Cultural Climate
Investment
Development

The number of people employed in the sustainability office:

1

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

http://sustainability.wfu.edu/

Does the institution have a sustainability coordinator?:

Yes

Sustainability coordinator's name:

Dedee DeLongpre Johnston

Sustainability coordinator's position title:

Director of Sustainability

A brief description of the sustainability coordinator’s position:

The mission of the Office of Sustainability is to encourage and facilitate the collaborative efforts of faculty, students, and staff to generate knowledge, acquire skills, develop values, and initiate practices that contribute to a sustainable, high quality of life on campus, in the Triad, and across the globe.
The director is responsible for enacting the mission of the office.

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

http://sustainability.wfu.edu/about/staff/
PAE-2: Strategic Plan

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

Year the strategic plan or equivalent was completed or adopted:

2009

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

Yes

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

The strategic plan addresses the environmental dimension of sustainability in its commitment to creating the Collegiate University, one that fosters faculty-student engagement in physical spaces that are sustainably designed.

"Perhaps most importantly, the University has committed to seek LEED certification for new construction and some renovation projects. LEED, the standard measure of environmental consciousness and sustainability in design and construction industries, not only ensures limited levels of environmental impact, but also more pleasant human experiences in our buildings by emphasizing natural light, clean air, and other key attributes." (White paper published May 14, 2009.)

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

Yes

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

One of the four overarching goals of the plan is increasing the affordability and access of and to a Wake Forest education. This goal integrates the social and economic dimensions of sustainability.

The second of the four goals addresses the education of the whole person, emphasizing public engagement and encouraging "faculty and students to bring their knowledge and skills to bear on pressing contemporary problems."

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

Yes

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

One of the four overarching goals of the plan is increasing the affordability of and access to a Wake Forest education. This goal integrates the social and economic dimensions of sustainability.

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

http://www.wfu.edu/strategicplan/strategic.plan.summary.html
PAE-3: Physical Campus Plan

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| 4.00 / 4.00 | Dedee DeLongpre Johnston  
Director of Sustainability  
Office of Sustainability |

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

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

Yes

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

The Campus Landform and Ecology section of the Master Plan plan signals the university's commitment to preserving the campus' ecological assets:

"The forested areas and streams on campus are valuable assets, both aesthetically and ecologically. As a sustainability goal in the face of today’s environmental stresses, the University is interested in conserving these assets. Forest resources are integral to the campus green infrastructure network, providing habitat; open space and recreational areas; connections to the regional ecosystem; teaching, research, and cultural opportunities; and stormwater management, among other benefits. A vigorous forest cover is also critical to maintaining healthy stream ecosystems and flood control. Practically all of the forested campus land is mature (fiftyplus years old) and therefore valuable on both a local and regional basis." (pp 17-18)

Two of the four planning principles further signal a commitment to sustainable design principles and practices:

"Create an Inspirational Environment
Extend the quality and scale of the built environment to
support teaching and learning. Provide facilities informed by best practices and built for today and tomorrow. Create opportunities for a vibrant campus life.

Respect Natural and Historic Beauty
Emphasize and protect the natural and historic resources of the campus. Expand opportunities for green spaces and integrate sustainable practices during development." (pp 27)

The year the physical campus plan was developed or adopted:

2009

The website URL where the physical campus plan is available:

http://groups.wfu.edu/masterplan/
PAE-4: Sustainability Plan

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Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

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

No

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

The Office of Sustainability and Sustainability Working Group will facilitate the development of a master sustainability plan during the 2011-12 academic year.

A brief description of the plan’s measurable goals:

The institution does not yet have a plan.

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

The institution does not yet have a plan.

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

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The year the plan was developed or last updated:

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### PAE-5: Climate Plan

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**Criteria**

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

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

**Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?**

No

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

The institution does not have a plan.

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

The institution does not have a plan.

**Year the climate plan was formally adopted or approved:**

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**The website URL where information about the climate plan is available:**

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Diversity and Affordability

Points Claimed  13.50
Points Available  13.75

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

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<td>PAE-7: Measuring Campus Diversity Culture</td>
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<td>PAE-8: Support Programs for Under-Represented Groups</td>
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<td>PAE-9: Support Programs for Future Faculty</td>
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<td>PAE-10: Affordability and Access Programs</td>
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<td>Tier2-3: Student Training Opportunities</td>
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PAE-6: Diversity and Equity Coordination

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| 2.00 / 2.00 | Barbee Oakes  
Assistant Provost for Diversity and Inclusion  
Office of the Provost |

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to diversity and equity on campus.

Submission Note:
The website URL for all Diversity and Inclusion information, including the Strategic Plan will be revised before August 2011.

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

Does the institution have a diversity and equity committee?:

No

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

During spring 2011, the Assistant Provost for the Office of Diversity and Inclusion is completing the university's first Strategic Plan for Diversity and Inclusion. The plan includes forming a Diversity and Inclusion Planning Council (DIPC) which will be launched before May 2011.

Members of the committee, including affiliations :

Members of the DIPC will include the Assistant Provost for Diversity and Inclusion, faculty and/or staff representatives from the College, the Schools of Business, the Law School, the Divinity School, the Graduate School, Undergraduate Admissions, Student Services, the Winston-Salem community, and other areas as specified by the Provost and Assistant Provost.

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

---

Does the institution have a diversity and equity office?:

Yes
A brief description of the diversity office:

The vision of the Office of Diversity & Inclusion is to maximize the power of diversity and inclusion to accomplish and realize the mission and purpose of WFU. Leveraging diversity and building inclusive environments are key concepts in shaping The Collegiate University.

We will achieve the Vision by:
- Fostering an inclusive culture that embraces our differences and similarities
- Serving as an integrating force within the institution by cultivating strategic alliances with key stakeholders in the university
- Ensuring that everyone is treated with dignity and respect
- Creating a fair and equitable environment in which everyone is allowed to maximize their talents
- Recruiting, retaining and developing a high performance faculty and staff that is reflective of the diversity of our region, nation and the world
- Preparing our students to work and lead in a global culture by increasing their cultural competence and instituting a myriad of campus-wide inclusion enhancement initiatives
- Leveraging diversity and inclusion as fundamental educational resources essential to institutional excellence

The number of people employed in the diversity office:

3

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

http://diversity.provost.wfu.edu/

Does the institution have a diversity and equity coordinator?:

Yes

Diversity coordinator’s name:

Barbee Myers Oakes, PhD

Diversity coordinator’s position title:

Assistant Provost for Diversity and Inclusion

A brief description of the diversity coordinator's position:
Provides dynamic leadership, strategic vision and organizational integrity to strengthen and sustain the operational effectiveness of comprehensive institutional diversity inclusiveness initiatives. Provides supervision over the Director of the Office of Multicultural Affairs and the Coordinator for LGBTQ Initiatives. Responsible for the administration and management of Diversity and Inclusion Initiatives through collaborative efforts with the Provost and other major units across the university. Collaborates with Associate Provosts, Deans of the College, Graduate School, and Professional Schools to formulate and administer diversity projects. Develops and implements programs and services to enhance institutional diversity and inclusion, utilizing staff support, strategic partnering and long-range planning.

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

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PAE-7: Measuring Campus Diversity Culture

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| 2.00 / 2.00 | Barbee Oakes  
Assistant Provost for Diversity and Inclusion  
Office of the Provost |

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

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

Yes

A brief description of the assessment(s):

In spring 2010 the Assistant Provost for Diversity and Inclusion commissioned the Office of Institutional Research to compile a longitudinal survey entitled “2000-2010 Analysis of the Racial Climate at Wake Forest University” based on HERI First Year Surveys and CSS Senior Surveys. In addition, in 2009, the Wake Forest Department of Human Resources employed Sibson Consulting to conduct a Staff Work Climate Survey. Wake Forest has not measured campus diversity culture from the faculty perspective but this assessment will be included in the Strategic Plan for Diversity and Inclusion.

Year the assessment was last administered:

2010

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

From the student perspective, the results reflect the need for cross-cultural competence among the entire student body. To this end, members of the staff certified to administer the Intercultural Development Inventory (IDI) have hosted workshops for myriad student groups such as Resident Advisors, Masters Degree students in Business, all undergraduate students who study abroad for academic credit, sorority
and fraternity leaders, and student organization executive board leaders. This test is designed to assess your world view and is one of the most widely accepted measures of cross cultural competence. From the staff and faculty perspective, The Office of Diversity and Inclusion created The Gatekeepers Workshop Initiative in 2009 which is comprised of a series of four workshops including (1) Building an Inclusive Campus Community, (2) Understanding and Managing Cross Cultural Conflict, (3) Difficult Dialogue and Contact Theory, and (4) a myriad of one-offering workshops designed to foster intercultural communication skills, cultural competence, emotional intelligence, etc. in order to build a culturally competent, inclusive, and engaging campus community designed to prepare our students to lead and work in a global society.

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

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PAE-8: Support Programs for Under-Represented Groups

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| 2.00 / 2.00 | Barbee Oakes  
Assistant Provost for Diversity and Inclusion  
Office of the Provost |

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support under-represented groups on campus.

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

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

Yes

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

The Office of Multicultural Affairs developed the Protégés Mentoring Program (PMP), a peer mentoring program that serves as a resource to students of color by assisting their academic and social transition into the Wake Forest University community. PMP helps students by providing a continuing orientation to the University and community life, as well as inspiring students through a variety of support mechanisms. PMP provides incoming students with an upper-class peer mentor who not only has a genuine concern for the new student, but is also trained to assist him or her in their transition to Wake Forest. New students will have this guide to help them learn the ins and outs of Wake Forest, as well as get them actively involved in new and exciting opportunities around campus.

The Office of the Provost established a Student Support Services committee comprised of administrators and academic leaders who address the multifaceted issues underrepresented groups face in order to enhance their undergraduate experience and maintain our exceptional graduation rates among underrepresented minority students.

Each graduate and professional school in the university has Graduate student organizations designed to provide support to underrepresented minority students.

The Student Services offices in graduate and professional schools have staff designated specifically to address the needs of underrepresented minority students.

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

When the Strategic Plan for Diversity and Inclusion is launched, several new programs will be implemented to foster the recruitment and retention of diverse faculty.

Currently, the Assistant Provost for Diversity and Inclusion founded the Wake~UP~Winston Networking Association to aid in the recruitment and retention of diverse faculty. The mission of the Wake~UP~Winston initiative is to unite Wake Forest faculty and staff of diverse cultures and ethnicities to build community as well as enhance recruitment and retention of talent. Wake~UP~Winston strives to provide a social and professional network linking the Wake Forest community to colleagues in the greater Triad area.

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

Wake~UP~Winston is also designed to enhance support for underrepresented administrators, academic leaders, and staff on campus. A second phase of the program will involve initiatives to connect Wake Forest faculty with diverse faculty in other local universities and to provide networks for WFU administrators with underrepresented minorities in leadership positions in the local corporate community.

The website URL where more information about the programs in each of the three categories is available:
PAE-9: Support Programs for Future Faculty

Score  
4.00 / 4.00  

Responsible Party  
Barbee Oakes  
Assistant Provost for Diversity and Inclusion  
Office of the Provost

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from under-represented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral students from under-represented groups.

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

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

Yes

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

The Wake-UP-Winston Networking Association collaborates with Deans and Department Chairs to coordinate the Campus Visit experience for prospective diverse faculty by arranging breakfast, lunch, dinner, receptions, etc. with underrepresented members of both the campus community and the local community.

A Target of Opportunity (TOP) Hires Program provides opportunities for academic leaders to increase faculty diversity.

An Assistant Director of Diversity and Inclusion will be hired during the summer of 2011 to collaborate with Deans and Department Chairs to establish a series of year-round recruitment initiatives that will increase interaction with prospective diverse faculty in order to increase the diversity of our faculty.

In January 2011 the Schools of Business appointed a Senior Associate Dean of Diversity to steer all diversity initiatives in the school. The Dean of Law appointed a Director of Community Engagement who aids the admissions team in recruitment of diverse faculty. The Dean of Divinity established the Luce Foundation Diversity Fellows Program, a two-year post-doctoral fellowship who will teach classes and
also partner with the Office of Diversity and Inclusion in a variety of programmatic initiatives.

Additional programs will be launched with implementation of the Strategic Plan for Diversity and Inclusion.

The website URL where more information about the program(s) is available:

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## PAE-10: Affordability and Access Programs

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### Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Participation in federal TRIO programs
- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

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

Yes

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

Wake Forest does not participate in TRIO programs.

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

Wake Forest provides several programs to ensure accessibility and affordability for low-income students including:

1. Need-based Financial Aid policy ensures students from families with an annual income of $40,000 or less are guaranteed to have $4,000 or less in student loans in their financial aid package annually.
2. The Magnolia Scholars Program provides mentorship, advising, and merit aid annually for 30 students who are both First Generation college students and are also from low-income families.

3. The Merit Supplemental Scholarship provides financial support for academically gifted students from a variety of underrepresented groups. This additional merit aid reduces student and/or parental loans and is especially beneficial for students from middle class families.

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

1. The Office of Academic Advising employs academic counselors who steer students through their entire undergraduate tenure. Academic Counselors interact with students, faculty, and staff to ensure student needs are met.

2. The Office of the Provost manages a committee, Student Support Services, comprised of staff and academic leaders who interact frequently with underrepresented students and those from low-income families. The committee literally forms a network to address the emerging needs of an increasingly diverse student population.

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

The Office of Admissions employs an Associate Director of Admissions Diversity whose key responsibility is to coordinate the recruitment and admission of underrepresented students.

Admissions also implements programs including:

1. Visions. Students from underrepresented groups and low-income families are invited to spend two days on the WF campus to attend classes, meet with staff and administrations, interact with Multicultural Affairs staff, etc. to establish supportive relationships, learn about the admissions process, etc.

2. MOSAICS. Students from underrepresented groups who have been admitted are invited to campus for an overnight visit to learn more about opportunities afforded to undergraduates and engage in planned activities to facilitate their preparation for higher education.

3. Proteges Mentoring Program. Offered by the Office of Multicultural Affairs, Proteges is a peer mentoring program for first-year students from underrepresented groups to aid their transition to the Wake Forest community.

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

Need-based Financial Aid policy ensures students from families with an annual income of $40,000 or less are guaranteed to have $4,000 or less in student loans in their financial aid package annually.

2. The Magnolia Scholars Program provides mentorship, advising, and merit aid annually for 30 students who are both First Generation college students and are also from low-income families.
3. The Merit Supplemental Scholarship provides financial support for academically gifted students from a variety of underrepresented groups. This additional merit aid reduces student and/or parental loans and is especially beneficial for students from middle class families.

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

Parent programs are a component of the Visions Program, MOSAICS, and the Magnolia Scholars Program to ensure parents are equipped with the knowledge they need to prepare for the college admission process.

During first year orientation, the Office of Multicultural Affairs also hosts a Minority Parent and Student Information Session to ensure parents are informed of academic and social support services provided to students from underrepresented groups during their undergraduate tenure.

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

1. Wake Forest has a need-blind admission policy wherein the family's financial status is not considered when the student is being reviewed for admission. This policy ensures academically gifted students who are economically disadvantaged have the same opportunity to attend the university as those from high-income families.

2. Wake Forest was the first top 30 ranked university to eliminate the mandatory submission of standardized test scores, including the SAT and ACT, as a part of the application for admission. This has encouraged academically gifted students from low-income families to apply for admission.

A brief description of the institution’s other admissions policies and programs:

Wake Forest admission policies and programs to foster diversity have resulted in 10% First Generation students in the first year class in 2010 and 24% student of color enrollment for the past two years.

A brief description of the institution’s other financial aid polices or programs:

Wake Forest has a plethora of merit scholarship funds for academically gifted students. I am unaware of additional financial aid policies or programs.

A brief description of the institution’s other policies and programs not covered above:

All first year students are assigned a Student Orientation Advisor who partners with the faculty or staff advisor to advise students during the first two years of their academic tenure and also aid in the transition process.

The website URL where information about programs in each of the areas listed above is available: 

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## Tier2-1: Gender Neutral Housing

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| 0.00 / 0.25 | **Dedee DeLongpre Johnston**  
Director of Sustainability  
Office of Sustainability |

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Tier2-2: Employee Training Opportunities

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

Yes

A brief description of the cultural competence trainings and activities:

The Office of Diversity and Inclusion created and implements the Gatekeepers Workshop Series to enhance cultural competence and intercultural communication skills of the staff and faculty constituency. Gatekeepers 1 (GK1), Enhancing Our Community through Inclusion, introduces participants to the meaning and value of diversity, multiculturalism, and inclusion; enhances participants’ knowledge and understanding of cultural differences, similarities, and perceptions; and provides tools that help participants effectively engage in building and maintaining a more diverse and inclusive community.

GK2, Cross Cultural Conflict, addresses the impact different approaches to addressing intercultural conflict can have in the workplace. GK3, Contact Theory and Dialogue, enables participants to learn and practice dialogue skills and gain insight into the role of Contact Theory in advancing cultural competence and fostering inclusion. GK4, Making Excellence Inclusive, includes a variety of one-offering workshops on culture-specific topics as a means of making academic, social, and emotional learning open to all university constituents.

In addition, the Intercultural Development Inventory, IDI, is offered to faculty and staff to assess their world view and provide strategies to increase cultural competence.

The Office of Diversity and Inclusion also provides scholarships for faculty, staff, and students to attend the Institute for Dismantling Racism workshop.

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

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Tier2-3: Student Training Opportunities

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Assistant Provost for Diversity and Inclusion  
Office of the Provost |

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

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

Yes

A brief description of the cultural competence trainings and activities:

The Intercultural Development Inventory (IDI) used to assess cultural competence is required for all students who study abroad. The IDI is also available for any student on campus. Groups of student leaders including Resident Advisors, Greek Life Leaders, Schools of Business Graduate Students, and others are administered the IDI annually.

INSTITUTE FOR DISMANTLING RACISM (IDR) WORKSHOPS are facilitated by Crossroads Anti-Racism Organizing & Training to dismantle systemic racism and to build anti-racist multicultural diversity through education and training within institutions and communities. The IDR Workshop is designed for people who operate within institutions. In this two-day intensive workshop, participants begin to understand racism, the dynamics of its negative impacts on society, and the need to eradicate it from their institution. The Office of Diversity and Inclusion provides scholarships for students to attend IDR workshops annually.

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

---
This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members’ daily decisions impact an institution’s sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

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<tr>
<td>PAE-11: Sustainable Compensation</td>
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<td>PAE-12: Employee Satisfaction Evaluation</td>
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<td>PAE-13: Staff Professional Development in Sustainability</td>
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<td>PAE-14: Sustainability in New Employee Orientation</td>
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<td>PAE-15: Employee Sustainability Educators Program</td>
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<td>Tier2-1: Childcare</td>
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<td>Tier2-2: Employee Wellness Program</td>
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<td>Tier2-3: Socially Responsible Retirement Plan</td>
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PAE-11: Sustainable Compensation

Score

7.22 / 8.00

Responsible Party

Angela Culler
Interim Asst. Vice President
Human Resources

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

Submission Note:
The total number of employees, with respect to this credit, include employees on the Reynolda Campus, including FTE ARAMARK employees, and those employees whose offices are located in the University Corporate Center and Deacon Blvd.

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

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

2293.50

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

2071

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:
Wake Forest University uses a compensation strategy that includes market pricing each position at WFU on an annual basis. We utilize five separate market survey tools which provide salary data for both higher education and industry and weight the surveys based on the position description matches and whether the position is specific to higher education or exists in other industries. Senior leadership has approved funding for market adjustments for staff positions with the priority for these adjustments being to first bring individuals up to the minimum range for their position (usually the 25th percentile of the survey) and then secondarily to move individuals to the 40th-60th percentile based on years experience and individual performance.

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

2010

The website URL where information about the institution’s compensation policies and practices is available: ---
Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

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

Yes

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

A staff satisfaction survey was conducted in 2009. A committee of faculty and staff designed the structure of the tool and the methodology for its administration. A third party administered and compiled the results of the survey and presented the results to senior leadership. The overall university results were presented to all faculty and staff in a series of Open Forum meetings and departmental results were given to each individual department. University senior leadership identified strategic priorities based on the survey results and departments worked with their staff to create action plans to improve the work climate in their respective areas. A separate faculty survey is completed every year (HERI survey) to review faculty satisfaction and is coordinated and communicated by the Provost office.

The year the employee satisfaction evaluation was last administered:

2009

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

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### PAE-13: Staff Professional Development in Sustainability

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#### Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

Training for faculty members about incorporating sustainability into the curriculum, which is covered by ER Credit 14: Incentives for Developing Sustainability Courses, does not count for this credit.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

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

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

Yes

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

Through the Professional Development Center, "Green Team 101" training will be available to all staff in spring 2011. The training coincides with the full deployment of the Green Team network. The training is, however, open to all members of the community and is not restricted to Green Team captains.

**The website URL where information about staff training opportunities in sustainability are available:**

http://pdc.wfu.edu/
PAE-14: Sustainability in New Employee Orientation

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Criteria

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

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

No

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

Human Resources has included information about campus sustainability on their career portal, signaling the importance of this guiding value to all potential new employees of the university.

The Office of Sustainability and Human Resources are working together with the Graduate School of Business to integrate sustainability into new employee orientation; resources should be available for summer 2011 hires.

Faculty members from the library are working with sustainability students on a Sustainability Walking Tour of the campus that will be available to all new employees and students. This interactive tool is scheduled to be available at the end of the spring 2011 semester.

The website URL for the information about sustainability in new employee orientation:

---
PAE-15: Employee Sustainability Educators Program

Score

4.51 / 5.00

Responsible Party

Dedee DeLongpre Johnston
Director of Sustainability
Office of Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution:

2293.50

Program name (1st program):

Green Team Network

Number of employees served by the program (1st program):

2071

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

Green Team captains are nominated and selected by their own departments and serve in this volunteer capacity with the approval of their direct supervisors.

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

During the 2010 pilot phase of the program, Green Team captains participated in alternating breakfast and lunch orientation sessions.

Through the Professional Development Center, "Green Team 101" training will be available to all staff in spring 2011. The training coincides with the full deployment of the Green Team network. The training is, however, open to all members of the community and is not restricted to Green Team captains.
The program is not designed to be only a one-way training opportunity; it is meant to facilitate an exchange of best practices amongst the network of captains.

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

In addition to the Director of Sustainability, two sustainability interns work solely on the development of resources for the network, including a resource website with discussion forums. The office hosts meetings and meals and provides awards for recognition programs.

**The website URL where information about the program is available (1st program):**

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

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**Number of employees served by the program (2nd program):**

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

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

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

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**The website URL where information about the program is available (2nd program):**

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**Program name(s) (all other programs):**

---

**Number of employees served by the program(s) (all other programs):**

---

**A brief description of how the employee educators are selected (all other programs):**

---

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

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

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The website URL where information about the program(s) is available (all other programs):

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**Tier2-1: Childcare**

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Interim Asst. Vice President  
Human Resources |

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

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

No

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

WFU faculty and staff are permitted to use the Wake Forest Health Sciences child care facility, Children's Choice Learning Center, as space is available. This five star facility provides care for ages infant to five years. WFU also provides a referral service, Work Family Resource Center, to assist faculty and staff in determining what child care resources in the Triad area will best fit their needs. This includes child care facilities, nannies and after-school daycare programs. WFU pays the full cost of this referral service for faculty and staff.

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

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Tier2-2: Employee Wellness Program

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<td>Interim Asst. Vice President</td>
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<td>Human Resources</td>
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Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:

Yes

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

WFU provides a Healthy Exercise & Lifestyle Program which is a 12 week chronic disease prevention program offered to faculty and staff at no cost. This program helps determine risk of chronic disease, assesses physical activity level and dietary habits, and develops an individualized exercise, nutrition and behavioral change plan. In addition, smoking cessation classes are offered twice per year and include an initial orientation, a 6-week tobacco cessation class and a $400 benefit toward specific tobacco cessation products.

Our health insurance provider Blue Cross/Blue Shield of NC also offers their Blue Points program for WFU members. This program rewards healthy lifestyles and behaviors by providing points that can be converted into gift certificates to be used at various national stores and restaurants.

WFU also provides an Employee Assistance Program free of charge to all faculty and staff and their immediate family members. The EAP is a confidential service that provides assistance with a wide range of concerns such as family/marital problems, emotional and mental distress, (anxiety, grief and depression) and stress at home or work.

The Professional Development Center also offers a health and wellness educational series presented by WFU faculty and community experts. Topics include dealing with anxiety, learning coping skills, humor and mental health, nutrition planning and supplements, exercise as a stress reliever, and wellness approaches to living.

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

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Tier 2-3: Socially Responsible Retirement Plan

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| 0.25 / 0.25 | Angela Culler  
Interim Asst. Vice President     
Human Resources |

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

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

Yes

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

We offer a defined contribution retirement plan for full time faculty and staff after 2 years of employment and for part-time faculty and staff working more than 1000 hours during each of two consecutive 12-month periods. After completion of 2 years of service WFU contributes 5% of regular salary; after completion of 5 years of service WFU contributes 7.5% of regular salary; and after completion of 10 years of service WFU contributes 10% of regular salary. We offer three different investment providers: TIAA-CREF, Fidelity and Vanguard.

WFU also offers a voluntary tax-deferred annuity plan for all faculty and staff. They may participate in this supplemental retirement plan at any time. We offer three different investment providers: TIAA-CREF, Fidelity and Vanguard.

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

http://www.wfu.edu/hr/benefits/dcrp.html
This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

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<tr>
<td>PAE-16: Committee on Socially Responsible Investment</td>
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<td>PAE-17: Shareholder Advocacy</td>
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<tr>
<td>PAE-18: Positive Sustainability Investments</td>
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<td>Tier2-1: Student-Managed SRI Fund</td>
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<td>Tier2-2: Socially Responsible Investment Policy</td>
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<td>Tier2-3: Investment Disclosure</td>
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PAE-16: Committee on Socially Responsible Investment

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Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body or a brief description of how the CIR is tasked to address social and environmental concerns:

Wake Forest has not formally established and active CIR but takes investor responsibility very seriously and includes socially and environmentally responsible investment requirements on all mandates across all asset classes.

Members of the CIR, including affiliations:

James Dunn - Chief Investment Officer

The website URL where information about the committee is available:

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PAE-17: Shareholder Advocacy

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CIO  
Office of Investments |

### Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:

No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Has the institution conducted a negative screening of its entire investment pool within the last three years?:

Yes

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes
The Office of Investments continually reviews the practices and investment holdings of its investment managers. Accordingly, the staff reviews the policies and investments of each manager as it pertains to social and environmental responsibility.

The staff has considered investing directly in renewable energy and, where appropriate, has invited other members of the administration to learn more about such opportunities.

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:

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**PAE-18: Positive Sustainability Investments**

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CIO  
Office of Investments |

**Criteria**

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

**Total value of the investment pool:**

900000000 US/Canadian $

**Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:**

47000000 US/Canadian $

**Value of holdings in businesses selected for exemplary sustainability performances:**

0 US/Canadian $

**Value of holdings in sustainability investment funds, such as a renewable energy investment fund:**

15000000 US/Canadian $
Value of holdings in community development financial institutions (CDFIs):

7000000 US/Canadian $ 

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

0 US/Canadian $ 

A brief description of the companies, funds, and/or institutions referenced above:

Clean tech, water rights, disruptive destruction technologies, Timber, Solar

The website URL where information about the institution’s sustainability investment activities is available:

---
## Tier2-1: Student-Managed SRI Fund

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CIO  
Office of Investments |

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Tier2-2: Socially Responsible Investment Policy

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Does the institution have a policy or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:

No

A brief description of the socially responsible investment policy:

While there is no directive mandating consideration, the Investment Office believes that a successful investment program must consider the environmental and social impact of investment decisions made by its managers.

The website URL where information about the policy is available:

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### Tier2-3: Investment Disclosure

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            | CIO               
            | Office of Investments |

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Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

Yes

A brief description of the institution’s investment disclosure practices:

A summary of the endowment holdings are summarized in the university's annual report and available to administration and Trustees monthly.

The website URL where information about investment disclosure available:

---
Public Engagement

Points Claimed  24.96

Points Available  31.75

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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<td>PAE-19: Community Sustainability Partnerships</td>
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<td>PAE-20: Inter-Campus Collaboration on Sustainability</td>
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<td>PAE-21: Sustainability in Continuing Education</td>
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<td>PAE-22: Community Service Participation</td>
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<td>PAE-23: Community Service Hours</td>
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<td>Tier2-2: Community Service on Transcripts</td>
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<td>Tier2-3: Farmers’ Market</td>
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PAE-19: Community Sustainability Partnerships

Score  
2.00 / 2.00

Responsible Party  
Velvet Bryant  
Assistant Director  
Institute for Public Engagement

Criteria  
Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

Submission Note:  
Additional Information is available on the following web pages: http://ipe.wfu.edu/faculty-resources/programs-initiatives/vita-program/, http://biobotz.com/, http://vsc.groups.wfu.edu/about-us/

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

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

A brief description of the institution’s sustainability partnerships with the local community:  
The Institute for Public Engagement (IPE) is a resource for the campus and community, connecting the two entities to advance teaching and serve community needs. Wake Forest works closely with numerous partners, including HandsOn Northwest North Carolina, which works with over 300 agencies in the community (www.handsonnwnc.org), the United Way of Forsyth County, which has partnered with 33 local nonprofit agencies on various social justice initiatives, and the Winston-Salem/Forsyth County Public Schools. The IPE maintains regular dialogue with our partners to assess our engagement and impact. The Volunteer Service Corps partners with over 30 agencies in the community on various initiatives.

Tutoring and mentoring programs bring Wake Forest students and faculty into local elementary, middle and high schools in our community. The Athletics Department places student athletes in schools as tutors and mentors, the Magnolia Scholars Program supports first-generation college students, and the Education Department places students and clinical faculty in partner schools. Additional tutoring programs are organized through the Academic and Community Engagement Fellows Program and service learning courses. During the summer of 2010, the IPE launched a K-12 Education Initiative to coordinate tutoring and enrichment programs related to reading, math and science.

The Maya Angelou Center for Health Equity at Wake Forest University Baptist Medical Center brings the University’s research and communication skills to serve the needs of our community by providing public health research and education resources targeted to the public health needs in communities of color.
locally and nationally. The Community Law & Business Clinic provides a full range of legal and professional consultancy services to community based organizations, including nonprofits that provide low-income housing, emergency assistance and many other vitally needed services.

Wake Forest works to bring resources to the broader community through numerous training and capacity building programs. For instance, the Institute for Public Engagement hosts a series of capacity building seminars for nonprofit managers. Topics include board governance, marketing, budgeting and finance, communication, and strategic planning. The Schools of Business hosts the Babcock Incubator/Angell Center which provides over 500 low-wealth businesses with business development services during start up and expansion each year.

A number of faculty have partnered with local agencies on their service learning courses and community based research efforts. Jack Rejeski (Health and Exercise Science) is the principal investigator on a community based project funded by NHLBI that is examining the effects of weight loss and physical activity on mobility disability of older adults who are at risk for CVD and live in rural communities. Earl Smith (Sociology) has partnered with numerous community based organizations working on issues of social justice for prisoners including the Darryl Hunt Project for Innocence and Justice in NC. Jed Macosko (Physics) works with the Atkins High School in Winston-Salem to develop a curriculum for teaching cellular physics and biology to middle and high school students as part of his service learning course. The end result is Biobotz (http://biobotz.com), an edutainment vehicle that teaches the complexities of cellular physics. Anne Boyle (English) facilitates a book club at Northwest Middle School through her first-year seminar course that includes a service-learning component that has helped student performance on standardized tests.

The Institute for Public Engagement, the School of Accountancy (Yvonne Hinson) and the School of Law have partnered with the Experiment in Self Reliance and other community partners to help local tax-payers in preparing their tax returns under the Volunteer Income Tax Assistance (VITA) program. The VITA program provides free tax return preparation assistance to income eligible taxpayers. Taxpayers with incomes below $49,000 a year may receive assistance with preparing and filing their tax returns from certified VITA volunteers.

The website URL where information about sustainability partnerships is available:

http://ipe.wfu.edu/community-partner-resources/
PAE-20: Inter-Campus Collaboration on Sustainability

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Criteria

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

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

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

Yes

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

Wake Forest sustainability staff and faculty from several disciplines, including Business Administration and History, have given presentations at national conferences including AASHE and AACSB on a variety of sustainability-related topics.

Additionally, the director has presented collaboratively on conference panels with peers from other campuses including University of Florida, University of Arizona, UNC Chapel Hill, NC State, Davidson, UC Boulder, and Middlebury. Topics have included alternative approaches to sustainability curriculum, engaging faculty from a non-academic post, climate action planning, mentoring student leaders, creating campus networks for sustainability, and sustainability in athletics.

In 2010, Wake Forest hosted a "Sustainability across the Curriculum" conference that brought together experts from across North America to address the challenges of taking curriculum for sustainability to the next level. As a follow-up to this conference, the university is assembling an edited volume of case studies.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

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

The Director of Sustainability is a founding member of the ad hoc Southeast Sustainability Network, a collaborative effort to connect sustainability directors from institutions across the region. More than 20 schools are represented in the group. The group meets monthly by conference call to share best practices and ideas. The work of the group is hosted on a private Google site.

The website URL where information about cross-campus collaboration is available:
PAE-21: Sustainability in Continuing Education

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### Criteria

**Part 1**

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

**Part 2**

Institution has a sustainability-related certificate program through its continuing education or extension department.

---

**Submission Note:**

Reynolda Gardens of Wake Forest University offers lectures to the public as well as sustainability education programs for schools. Following is a sample from the spring 2011 calendar:

- **Tuesday March 8 at 4:00 p.m.** Welcome to Community Gardening! An opportunity to meet Forsyth County Cooperative Extension Community Gardening Coordinator, Mary Jac Brennan and learn about resources available.
- **Tuesday March 22 at 12:30 p.m.** Goatscaping—A Natural Alternative for Pest Plant Control A discussion with David Norman and Kim Nafe of Piedmont Goatscrapers, followed by a demonstration of goats at work.
- **Friday April 1 from 9:00 a.m. until 4:00 p.m.** Meadow Management/Prairie Restoration Roundtable Examination and discussion of issues related to constructing and maintaining a Piedmont prairie, using the conversion of the historic Golf Links at Reynolda to a managed meadow as a case study. Presented with support of CEES. Registration requested.
- **Tuesday April 19 at 7:00 p.m.** Science Café: Toward Building a Sustainable Local Food Environment A discussion with Sara Quandt, WFU Professor of Public Health Sciences, on the implications of a 2010 study of Forsyth County community gardens. Sponsored by Reynolda Gardens of WFU; SciWorks; and Sigma Xi, the Scientific Research Society. Location: Big Shotz Tavern 109 S. Stratford Road, Winston-Salem.
- **Tuesday May 17 at 7:00 p.m.** The Science and Engineering of Dams A discussion with Robert Cannon, Professional Geologist and Principal of Schnabel Engineering, on how new and aging dams are investigated, focusing on geologic and geotechnical issues associated with dam foundations and seepage. Sponsored by Reynolda Gardens of WFU; SciWorks; and Sigma Xi, the Scientific Research Society. Location: Big Shotz Tavern 109 S. Stratford Road, Winston-Salem.

Do the institution offer continuing education courses that are focused on or related to sustainability?:

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

Number of sustainability continuing education courses offered:

15

Total number of continuing education courses offered:

30

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:

No

A brief description of the certificate program:

---

Year the certificate program was created:

---

The website URL where information about sustainability in continuing education courses is available:

http://www.reynoldagardens.org/events.html
PAE-22: Community Service Participation

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| 4.78 / 6.00 | Velvet Bryant  
Assistant Director  
Institute for Public Engagement |

Criteria

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

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

Over two-thirds of Wake Forest undergraduate and graduate/professional students engage in service each year through service-learning courses, domestic and international service trips, long-term and short-term service projects and initiatives, the President’s Honor Roll and other opportunities facilitated by the Institute for Public Engagement and Volunteer Service Corps. For the past twelve years, the university has sponsored the Academic and Community Engagement (ACE) Fellows program for faculty members interested in incorporating service-learning into new or existing courses. The program provides workshops on course development, guidance and, stipends to implement a service learning course that enhances teaching and enriches learning. This initiative links our commitment to academic excellence and service to humanity, with over 850 students taking at least one service learning course each semester. The Undergraduate Research and Creative Activities Center promotes undergraduate research and creative activity across Wake Forest. The Center facilitates collaboration between undergraduates and faculty, provides venues for publicizing research results, and maintains a record of undergraduate scholarly activity. Community-based research is supported through this resource. Wake Forest offers numerous internships for academic credit. These internships are administered through the Dean of the College for undergraduates and through each graduate school. Internship placements include: Counseling department placements with public schools; Divinity School placement with hospitals, faith based organizations and NGO’s; Education department placements in local K-12 public schools; Law School student placements in public interest law firms and offices of government. Through these internship programs Wake Forest places more than 300 students into collaborative work placements through summer immersion, individual study, and graduate course work each year. The Center for International Studies coordinates study abroad programs for the university, allowing faculty to integrate curricular activities into trips. Among recent study abroad programs which have integrated engagement are, the study of public health outcomes in Nicaragua as part of a communication course, the student of entrepreneurship as an anti-poverty strategy in Africa by business students, assisting NGO’s in Central America and Africa with legal and business planning issues. We encourage students to begin participating in community service activities during their first year at Wake Forest, and offer a pre-orientation program that allows students to learn about service opportunities in the Winston-Salem area. We offer 10 spring alternative break programs in locations throughout the country, a fall break service experience, and 4 international service experiences yearly. Wake Forest students also serve the community through their philanthropic efforts for the Brian Piccolo Cancer Fund. Many of our community service and philanthropy programs are campus traditions that define who we are and what we believe. Wake Forest also sponsors a Campus Kitchen. Established in 1999 by two undergraduate students, Campus Kitchen is a food security program that uses cooked, but never served, food from the campus dining hall to make healthy and nutritious meals for those suffering from food poverty in our community. Each year over 5,000 meals are delivered, over 500 volunteers give more than 2,400 hours of their time, and help save more than 5,400 pounds of food. The national Campus Kitchens program, which now includes twenty-five colleges and universities, was founded by two Wake Forest alumnae. As evidenced above, community engagement is a key part of the leadership experience of Wake Forest students. It is quite common for student organizations whose primary focus is not community engagement to participate in service projects in collaboration...
with other student organizations. For example Greek organizations, campus ministry groups, academic and social clubs have organized efforts to participate in Campus Kitchen, volunteer for Habitat for Humanity, host canned food drives, and volunteer at local nonprofit agencies.

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

The number of students engaged in community service:

5000

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

6281

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

http://ipe.wfu.edu/
PAE-23: Community Service Hours

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Assistant Director  
Institute for Public Engagement |

Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

Undergraduate and graduate students spend a significant amount of time completing the service components of service-learning courses and community-based participatory research projects and co-curricular activities sponsored by various departments and student organizations on campus. On average, over 1,700 students complete anywhere between 10-300 hours of service in one of 211 service learning courses, as designated by their professor. Established in 1999 by two undergraduate students, Campus Kitchen is a food security program that uses cooked, but never served, food from the campus dining hall to make healthy and nutritious meals for those suffering from food poverty in our community. Each year over 5,000 meals are delivered, over 500 volunteers give more than 2,400 hours of their time, and help save more than 5,400 pounds of food.

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

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

118851

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

6281

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

http://ipe.wfu.edu/student-resources/service-learning-courses/
PAE-24: Sustainability Policy Advocacy

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Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

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

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

Yes

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

Facilities & Campus Services and the Office of Sustainability continue to work with local authorities to advocate for increased access to, and safety for, bicycle and pedestrian routes that serve campus.

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

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### PAE-25: Trademark Licensing

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**Criteria**

**Part 1**

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

**Part 2**

Institution has signed on to participate in the Designated Suppliers Program.

**Submission Note:**

Bookstore/athletics

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

**Is the institution a member of the Worker Rights Consortium?:**

Yes

**Is the institution a member of the Fair Labor Association?:**

No

**Has the institution expressed intention to participate in the Designated Suppliers Program?:**

No

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

http://www.workersrights.org/about/as.asp
Tier 2-1: Graduation Pledge

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Submission Note:
The Class of 2010 was scheduled to be the first class to officially sign the pledge, but the program launch was delayed by a year.

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

Yes

A brief description of the graduation pledge program:

Beginning with the Class of 2011, the graduation pledge will be offered to all seniors.

Wake Forest University Sustainable Graduation Pledge:

I pledge to explore and take into account the social and environmental consequences of any future endeavors I pursue.

I will try to improve these aspects within any organizations for which I work and for those communities in which I live.

The website URL where information about the graduation pledge program is available:

---
Does the institution include community service achievements on student transcripts?:

No

A brief description of the practice:

In the past, community engagement has not been noted on student transcripts. There are, however, several faculty members who have expressed an interest in this occurring. Over the last year, tremendous work has been completed to identify service-learning courses on student transcripts by the Registrar’s Office. In addition, the Department of Religion has recently launched a certification program which does recognize community engagement on the student’s transcript. The School of Law is also considering a similar process of recognition on transcripts. It is hoped that this will continue and lead to a university wide policy for noting community engagement on transcripts.

The website URL where information about the practice is available:

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### Tier 2-3: Farmers’ Market

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>0.25 / 0.25</td>
<td>Dedee DeLongpre Johnston</td>
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<tr>
<td></td>
<td>Director of Sustainability, Office of Sustainability</td>
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"---” indicates that no data was submitted for this field

**Does the institution host a farmers' market for the community?:**

Yes

**A brief description of the farmers’ market:**

The Reynolda Farm Market sells regionally grown and processed produce and products on campus several times each semester. Additionally, Reynolda Village is host to a seasonal weekly farmers market.

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

http://www.reynoldavillage.com/
Innovation

Score 1.00

Innovation

Points Claimed 1.00

Points Available 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
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<tr>
<td>IN-2: Innovation 2</td>
<td>0.00 / 1.00</td>
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<td>IN-3: Innovation 3</td>
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<td>IN-4: Innovation 4</td>
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## IN-1: Innovation 1

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<td></td>
<td>Campus Kitchen Coordinator</td>
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<td>Student Life</td>
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### Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

---

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

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

Campus Kitchen has long been known for efforts in food justice on campuses across America. The university’s branch expanded these efforts in February 2010 through a unique partnership with high-end artisanal grocery store, The Fresh Market.

Through Campus Kitchen, between 400 to 650 pounds of food each week are saved from disposal by the Winston-Salem Fresh Market and are instead distributed by three local agencies to families in need.
Campus Kitchen serves as the conduit in this innovative program. Fresh Market employees gather the food from the shelves and ready it for departure. Campus Kitchen volunteers sort through the produce, baked goods, and other perishables and deliver them to one of three agencies – El Buen Pastor, The Potter’s House, or The Shalom Project. The agencies in turn distribute the food to their constituents.

Any perishables that cannot be given in good faith to the organizations are composted in the Campus Garden and/or the community garden at El Buen Pastor.

A letter of affirmation from an individual with relevant expertise:

Innovation_CKWFU.pdf

The website URL where information about the innovation is available:

http://sustainability.wfu.edu/2010/09/03/fresh-market-partnership-saves-tons-of-food-
IN-2: Innovation 2

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This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
IN-3: Innovation 3

Score
0.00 / 1.00

Responsible Party

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IN-4: Innovation 4

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