Indiana University-Purdue University Indianapolis

STARS REPORT

Date Submitted:  Nov. 4, 2016
Rating:  Silver
Score:  64.43
Online Report:  Indiana University-Purdue University Indianapolis
STARS Version:  2.0
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Moving Around in the Document

- **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.

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

About AASHE

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

**Score** 64.43  
**Rating:** Silver

### Institutional Characteristics

| b | Institutional Characteristics | 0.00 / 0.00 |

### Academics

| b | Curriculum | 26.61 / 40.00 |
| b | Research | 14.02 / 18.00 |

### Engagement

| b | Campus Engagement | 17.00 / 20.00 |
| b | Public Engagement | 15.80 / 21.00 |

### Operations

| b | Air & Climate | 4.34 / 11.00 |
| b | Buildings | 2.18 / 8.00 |
| b | Dining Services | 1.12 / 7.00 |
| b | Energy | 2.64 / 10.00 |
| b | Grounds | 0.25 / 3.00 |
| b | Purchasing | 4.65 / 6.00 |
| b | Transportation | 2.94 / 7.00 |
| b | Waste | 4.70 / 10.00 |
| b | Water | 3.43 / 7.00 |

### Planning & Administration

| b | Coordination, Planning & Governance | 7.30 / 8.00 |
| b | Diversity & Affordability | 9.49 / 10.00 |
| b | Health, Wellbeing & Work | 4.38 / 7.00 |
| b | Investment | 0.00 / 7.00 |

### Innovation
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.
### Institutional Characteristics

**Points Claimed** 0.00  
**Points Available** 0.00

The passthrough subcategory for the boundary

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional Boundary</strong></td>
<td>0.00 / Total adjusted for non-applicable credits Close</td>
</tr>
<tr>
<td><strong>Operational Characteristics</strong></td>
<td>0.00 / Total adjusted for non-applicable credits Close</td>
</tr>
<tr>
<td><strong>Academics and Demographics</strong></td>
<td>0.00 / Total adjusted for non-applicable credits Close</td>
</tr>
</tbody>
</table>
Institutional Boundary

Score

0.00 /

Total adjusted for non-applicable credits

Close

Responsible Party

Carol Mullins
Sustainability Assessment Coordinator
Office of Sustainability

Criteria

This won't display

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

Institution type (Associate, Baccalaureate, Doctorate, or Master's):
Doctorate

Institutional control:
Public

Which campus features are present and included in the institutional boundary?:

<table>
<thead>
<tr>
<th></th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public health school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hospital</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Reason for excluding agricultural school:

N/A - don't have

Reason for excluding medical school:

N/A - don't have

Reason for excluding pharmacy school:

N/A - don't have

Reason for excluding public health school:

This is being included.

Reason for excluding veterinary school:

N/A - don't have

Reason for excluding satellite campus:

This is being included - IUPUC

Reason for excluding hospital:

The hospital systems are separate legal entities from IUPUI.

Reason for excluding farm:

Farm is not larger than 5 acres. Students and faculty manage and maintain two vegetable and fruit gardens on the IUPUI Campus - the Central Garden and the New York Street Garden.

Reason for excluding agricultural experiment station:
The farms are the private property of farmers in Indiana that allow faculty and students to conduct research there. Though the university partners with these farmers, we do not own or manage the property. The research being conducted there is part of the Edge of Field project, funded by the USDA.

**Narrative:**

The Edge-of-Field project is a multi-partner collaboration. The Natural Resource Conservation Service, USDA developed the program which allows direct management of water quality in associated agricultural fields.

The Starkey Farm Edge of Field Project was the first project to be developed in Indiana. For the next 6 years (2014 – 2020), CEES affiliated scientists and students will be monitoring water quality on Starkey Farms. The EPA, USGS and IGS have also set up monitoring stations along School Branch to track water quality changes as well.

The IUPUI Center for Earth and Environmental Science (“CEES”) was established by the Department of Earth Sciences.

Starkey Farms is located just west of Eagle Creek Reservoir in Hendricks County and is part of the Eagle Creek Watershed. School Branch is a tributary to Eagle Creek that runs through the property and has a watershed area of about 162 square miles. The reservoir and surrounding areas contribute much of the drinking water for the City of Indianapolis and help with flood control.
Operational Characteristics

### Score

0.00 /

Total adjusted for non-applicable credits

Close

### Responsible Party

Carol Mullins
Sustainability Assessment Coordinator
Office of Sustainability

---

## Criteria

n/a

---

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

### Endowment size:

680,840,000 US/Canadian $

### Total campus area:

534 Acres

### IECC climate region:

Mixed-Humid

### Locale:

Large city

### Gross floor area of building space:

12,709,312 Gross Square Feet

### Conditioned floor area:

10,571,523 Square Feet

### Floor area of laboratory space:

266,032 Square Feet

### Floor area of healthcare space:

890,917 Square Feet

### Floor area of other energy intensive space:
Floor area of residential space:
426,914 Square Feet

Electricity use by source::

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total electricity use (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>0</td>
</tr>
<tr>
<td>Coal</td>
<td>81.90</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Hydro</td>
<td>0</td>
</tr>
<tr>
<td>Natural gas</td>
<td>2.50</td>
</tr>
<tr>
<td>Nuclear</td>
<td>0</td>
</tr>
<tr>
<td>Solar photovoltaic</td>
<td>0.80</td>
</tr>
<tr>
<td>Wind</td>
<td>14.80</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>0</td>
</tr>
</tbody>
</table>

A brief description of other sources of electricity not specified above:
---

Energy used for heating buildings, by source::

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>35.82</td>
</tr>
<tr>
<td>Coal</td>
<td>0</td>
</tr>
<tr>
<td>Electricity</td>
<td>45.67</td>
</tr>
<tr>
<td>Source</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>0.01</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Natural gas</td>
<td>18.51</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of other sources of building heating not specified above:
---

Data source(s) and notes about the submission:
Data was collected from the IU Fact Book for 2014-15

Space Information Terms and Definitions

Here you will find definitions of some frequently used facilities terms. These are very useful when trying to understand the data that can be found on these pages.

Academic/Administrative Space
Space assigned to departments and organizational units whose functions are instruction, research, public service, academic support, student services, institutional support, operation and maintenance of physical plant, and certain auxiliary enterprises.

Supplementary Space
Space assigned to departments and organizational units whose functions are related to auxiliary enterprises, independent operations or non-institutional activities, hospitals, and residential activities.

Total Assignable Area
The sum of all areas on all floors of a building or addition assigned to, or available for assignment to an occupant or specific use, except for spaces defined as building service, circulation, mechanical, or structural (or Academic/Administrative + Supplemental).

Gross Square Feet
The sum of all areas on all floors of a building or addition included within the outside faces of exterior walls, including floor penetration areas. This figure should include spaces coded as nonassignable, such as building service, circulation, mechanical, structural, and all assignable areas. Open areas such as parking lots, playing fields, courts and light wells, or portions of upper floors eliminated by lobbies or rooms that rise above single-floor ceiling height should be excluded.

Non-assignable Area
The sum of all areas on all floors of a building not available for assignment to an occupant or for specific use, but necessary for the general operation of a building (hallways, public restrooms, stair wells, elevators, mechanical areas, custodial & telecommunication closets).

Net Area
The sum of all areas on all floors of a building either assigned to, or available for assignment to, an occupant or specific use, or necessary
for the general operation of a building (total assignable + non-assignable).

Data differs slightly from OP-8 credits but CFS numbers were used for reporting of Healthcare and Lab Space

Covanta works with companies and communities to find sustainable solutions to their waste management challenges. With a global network of Energy-from-Waste and material processing facilities, Covanta is preserving valuable natural resources and generating clean energy for our client communities and the world we live in.

https://www.covanta.com/

Indianapolis Power and Light

https://www.iplpower.com/business_energy_incentives/IPL

offers cash rebates and incentives to make incorporating energy efficiency upgrades into your business an easy decision. Whether you want to replace aging inefficient equipment or have a new construction project on the drawing board, our programs can reduce the initial cost of higher efficiency products. The end result: lower energy usage and savings on your bill!
## Academics and Demographics

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.00 / Total adjusted for non-applicable credits | Deborah Ferguson  
Assistant Director  
Office of Sustainability |

### Criteria

| n/a | "---" indicates that no data was submitted for this field |

### Number of academic divisions:

21

### Number of academic departments (or the equivalent):

250

### Full-time equivalent enrollment:

25,036

### Full-time equivalent of employees:

7,472

### Full-time equivalent of distance education students:

700

### Total number of undergraduate students:

22,525

### Total number of graduate students:

4,533

### Number of degree-seeking students:

30,690

### Number of non-credit students:
Number of employees: 8,295

Number of residential students: 1,686

Number of residential employees: 60

Number of in-patient hospital beds: 0

Data source(s) and notes about the submission:

Sources included IU Factbook:
https://www.iu.edu/~uirr/reports/standard/factbook/2015-16/IUPUI/Faculty_Staff/Headcount
### Academics

#### Curriculum

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
<td>4.61 / 14.00</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>8.00 / 8.00</td>
</tr>
<tr>
<td>Undergraduate Program</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Graduate Program</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Immersive Experience</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
<td>0.00 / 4.00</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
<td>4.00 / 4.00</td>
</tr>
</tbody>
</table>

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.
Academic Courses

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.61 / 14.00</td>
<td>Deborah Ferguson</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
</tr>
<tr>
<td></td>
<td>Office of Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution’s academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see Standards and Terms and the Credit Example in the STARS Technical Manual. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in Standards and Terms 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.

This credit does not include continuing education and extension courses, which are covered by EN 11: Continuing Education.
Figures required to calculate the percentage of courses with sustainability content:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of courses offered by the institution</td>
<td>3,042</td>
<td>1,049</td>
</tr>
<tr>
<td>Number of sustainability courses offered</td>
<td>45</td>
<td>23</td>
</tr>
<tr>
<td>Number of courses offered that include sustainability</td>
<td>187</td>
<td>99</td>
</tr>
</tbody>
</table>

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

21

Total number of academic departments (or the equivalent) that offer courses (at any level):

122

Number of years covered by the data:

One

A copy of the institution’s inventory of its course offerings with sustainability content (and course descriptions):

IUPUI & IUPUC Combined Course Bulletin.xlsx

An inventory of the institution's course offerings with sustainability content (and course descriptions):

Course Inventory can be viewed at:

https://iu.box.com/s/gn9wuo5m1lizo4qv9xtgnd8wbdc3pfk4

Source: Course Bulletin for IUPUI & IUPUC also includes courses identified with Sustainability Attribute which is searchable in the IU course Registrar site:

http://registrar.iupui.edu/schedule.html
Over 4000 courses offered. Courses were filtered for Sustainability related Key Words. Sustainability Course Attribute courses identified as Sustainability courses and remainder identified as including Sustainability.

The website URL where the inventory of course offerings with sustainability content is publicly available:
http://registrar.iupui.edu/schedule.html

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

The Inventory was extracted from the Course Bulletin for courses offered in the Sum2014/Fall2014/Spring2015 for FY15. Over 4,000 courses offered. Identified courses were selected based on Course Bulletin Data search and extraction of Key words containing sustainability terms. Courses were filtered for Sustainability related Key Words. Sustainability Course Attribute courses identified as Sustainability courses and remainder identified as including Sustainability.

The list will be utilized going forward for additions to the Sustainability Course document attribute as managed through the Registrar's process through the following site:

http://registrar.iupui.edu/schedule.html

Site for search of all courses. Search for courses with course attribute of "Sustainability"

How did the institution count courses with multiple offerings or sections in the inventory?:
Each offering or section of a course was counted as an individual course

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

---

Which of the following course types were included in the inventory?:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>Yes</td>
</tr>
<tr>
<td>Practicums</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent study</td>
<td>Yes</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Course Area</td>
<td>Designated</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Thesis/dissertation</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical</td>
<td>Yes</td>
</tr>
<tr>
<td>Physical education</td>
<td>Yes</td>
</tr>
<tr>
<td>Performance arts</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Does the institution designate sustainability courses in its catalog of course offerings?:**

Yes

**Does the institution designate sustainability courses on student transcripts?:**

Yes
### Learning Outcomes

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00 / 8.00</td>
<td>Carol Mullins</td>
</tr>
<tr>
<td></td>
<td>Sustainability Assessment Coordinator</td>
</tr>
<tr>
<td></td>
<td>Office of Sustainability</td>
</tr>
</tbody>
</table>

#### Criteria

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

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, “degree programs” include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in EN 11: Continuing Education. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of “sustainability learning outcomes” included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for AC 3: Undergraduate Program and AC 4: Graduate Program) in lieu of the above criteria.

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

**Number of students who graduated from a program that has adopted at least one sustainability learning outcome:**

19,444

**Total number of graduates from degree programs:**

19,444

**A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:**

---

**A list of degree, diploma or certificate programs that have sustainability learning outcomes:**
A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

Program Goals
- To create learning environments which promote student engagement, retention, and graduation.
- To support high impact learning experiences for undergraduate students.

The PULs, which underpin an IUPUI student's general education and permeate education in the major, tell our students and other stakeholders what an IUPUI undergraduate will know and be able to do upon graduation. The PULs provide the overarching learning outcomes for each student's education at IUPUI, and these, in turn, are linked to the learning outcomes for each degree program and for courses in each degree program.

Bachelor of Science
- Health Services Management
- Public Health (Community Health Major)
- Public Health (Environmental Health Science Major)

Certificates and Minors
- Health Administration Certificate
- Population Health Science Certificate
- Environmental Health Science Minor

For the most current information on Undergraduate Student Learning Outcomes in the Fairbanks School of Public Health, please visit our school's website at:

pbhealth.iupui.edu

To partner across the division, IUPUI, and nationally to develop effective strategies for synergistic relationships for academic support services.
To use assessment and innovation for the continuous improvement of processes, programs, and services.

Student Learning Outcomes

Academic Mentoring

- Students will be able to articulate and display knowledge of concepts that have been reviewed during mentoring sessions.
- Students will be able to use the skills, strategies, and information received in order to study for the course in a productive manner.

Tutoring

- Students will become independent and self-regulated learners
- Students will be able to demonstrate understanding of tutoring content.
- Students will gain a better understanding of course concepts as a result of tutoring.
- Students will develop confidence in their ability as a learner.

Academic Success Coaching

- Students will identify, discuss, and document their academic goals and needs.
- Students will receive individualized one-on-one guidance in creating and implementing an action plan that aligns with their goals.
- Students will learn to recognize and utilize their strengths.

Academic Performance, and Learning

Academic Mentoring

- Based on the student feedback, 97% (n=1,103) felt that the knowledge shared in the mentoring session was “helpful” to “very helpful.” Of the students in recitations with mentoring sessions, 80% passed with a “C-“ or higher, while 89% of students who voluntarily attended academic mentoring sessions passed with a “C-“ or higher.
- Based on the observations of mentors, students were collaborating and exchanging ideas on average of 83% of the session. Of the feedback collected (n=1,103), 96% of students related collaboration with peers either as “helpful” or “very helpful” to their success in the course.

Tutoring

- In the Fall 2014 and Spring 2015 semester, 94.7% and 91% of students (respectively) suggested that they “agree” or “strongly agree” that tutoring stimulated their ability to become self-sufficient when solving similar problems after meeting with a tutor.
- During the academic year, 89.5% of students in the Fall and 92.3% of students in the Spring indicated that they
“agree” or “strongly agree” that they were given the opportunity to demonstrate their knowledge.

Academic Success Coaching

- During Fall 2014 semester, 100 students participated in success coaching, 43 of which (43.0%) completed both the Academic Success Assessment (ASA) form and utilized one of the outlined goal-setting strategies. Of the 100 students, 22 (22.0%) completed the coaching feedback survey. Of these students, 20 (90.9%) indicated adequate to high levels of satisfaction in achieving both their short term and long term goals. In Spring 2015, 102 students participated in success coaching, 72 of which (70.6%) completed both the ASA form and utilized one of the outlined goal-setting strategies. Out of the 102 students, 15 (14.7%) completed the coaching feedback survey. All 15 (100%) indicated adequate to high levels of satisfaction in achieving both their short term and long to assist students with this important skill.

Tutoring

- Encouraging students to become independent and self-regulated learners is something that needs to continue. Using the criterion of having 80% of students reporting “agree” or “strongly agree” with this learning objective is still sufficient. Increasing the response rate needs attention. A potential way to improve the response rate is to administer surveys by paper at the end of the tutoring session.

- From the results of the survey taken by students who have attended tutoring sessions, increasing the goal of students indicating that they “agree” or “strongly agree” that they are becoming independent and self-regulated learners to 80% seems appropriate.

Academic Success Coaching

- For future semesters, the staff will reevaluate established goal tracking methods to ensure that outcome related data can accurately and consistently be captured. Additionally, staff will ensure that student leaders and success coaches are better trained on how to accurately and consistently document student goal progress in alignment with the student learning outcomes. Lastly, the department will adjust the target metric for successful goal identification and documentation. Specifically, the metric should not be set up as a double-barrel measure; looking only for students who completed both the Academic Success Assessment (ASA) and another goals setting strategy.

44 Additional reports on the effectiveness of UC programs can be found at

http://irds.iupui.edu/
Bepko Learning Center (peer mentoring programs)
Goals and Student Learning Outcomes Assessment Findings Highlights Changes Made Based on Assessment based on their interests/goals.

- Students will develop skills-based knowledge about their own learning habits and campus resources.
  1. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
  2. analyze and understand the interconnectedness of global and local communities; and
  3. operate with civility in a complex world.

PUL 6: Values and Ethics
The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the student's ability to:

1. make informed and principled choices and to foresee consequences of these choices;
2. explore, understand, and cultivate an appreciation for beauty and art;
3. understand ethical principles within diverse cultural, social, environmental and personal settings.

PUL 3: Integration and Application of Knowledge
Integration and Application of Knowledge: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
Integration and application of knowledge are demonstrated by the student's ability to:

1. enhance their personal lives;
2. meet professional standards and competencies;
3. further the goals of society; and
4. work across traditional course and disciplinary boundaries.

Intellectual Depth, Breadth, and Adaptiveness: The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

Intellectual depth, breadth, and adaptiveness are demonstrated by the student's ability to:

1. show substantial knowledge and understanding of at least one field of study;
2. compare and contrast approaches to knowledge in different disciplines;
3. modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Annual Highlights
The cluster model officially began with the 2014-2015 school year. Goals of this structural change are

1. Decrease the time frame to certification/application to degree-granting school for continuously enrolled FTFT students,
2. Decrease the number of students on probation,
3. Increase the # of reinstated students who are successful in the first semester after reinstatement,
4. Increase the number of opportunities for students to engage with ACD,
5. Decrease the amount of time a student is exploratory,
6. Decrease the number of students in UCOL with 60 or more credit hours,
7. Use data and technology in meaningful ways to develop and/or deliver services, and
8. Decrease number who return to UCOL after certification to degree-granting school

For the 2014-2015 academic year, a set number of student success advisors (SSA) and one career consultant (CC) are assigned to each major cluster.

1. Arts, Humanities, and Human Services: 3 SSA and 1 CC
2. Enterprise, Policy, and Planning: 5 SSA (includes 2 graduate assistants) and 1 CC
3. Exploratory: 5 SSA and 1 CC
4. Health and Life Sciences: 8 SSA (includes 2 graduate assistants) and 1 CC
5. STEM: 6 SSA (includes 2 graduate assistants) and 1 CC

The website URL where information about the institution’s sustainability learning outcomes is available:

http://bulletin.iupui.edu/

Data source(s) and notes about the submission:

some of this data is from Student Orientation Report Page 40


General requirements that meet the Earth Charter Definition for all Students Attending IUPUI

Specific Sustainability Outcomes for Departments and Schools within IUPUI

Undergraduate Program

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Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in EN 11: Continuing Education.

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

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

Yes

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

BS, Sustainable Management and Policy

A brief description of the undergraduate degree program (1st program):

Sustainability at SPEA (School of Public and Environmental Affairs) IUPUI focuses on the development and implementation of policies that help communities meet the needs of the present without compromising the future. SPEA prepares people to lead and manage sustainability efforts in government, nonprofits and businesses.

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

https://www.iupui.edu/academics/degrees-majors/degree.html?major-program=environmental+science

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

BS in Engineering Environmental Science
A brief description of the undergraduate degree program (2nd program):

The Bachelor of Science in Environmental Science is an interdisciplinary degree within the School of Science that is offered in partnership with the School of Public and Environmental Affairs and the School of Liberal Arts. Additional environmental programs are offered in the Schools of Science, Public and Environmental Affairs, and Liberal Arts.

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

http://www.engr.iupui.edu/index.php

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

BA in Energy Engineering

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

"Energy Engineering at IUPUI is an interdisciplinary engineering degree housed in the Mechanical Engineering Department. It is a four-year Purdue University Bachelor’s degree that is only offered on the IUPUI campus in Indianapolis, IN. We combine courses from chemistry, mechanical engineering, physics and electrical engineering to create a strong knowledge base essential to success in this industry. Students also have the opportunity to take courses concentrating on critical energy issues such as green building, hybrid and electric transportation, fuel cells and bio fuels, and energy systems such as wind, solar and nuclear. Energy Engineering at IUPUI is an interdisciplinary engineering degree housed in the Mechanical Engineering Department. It is a four-year Purdue University Bachelor’s degree that is only offered on the IUPUI campus in Indianapolis, IN. We combine courses from chemistry, mechanical engineering, physics and electrical engineering to create a strong knowledge base essential to success in this industry. Students also have the opportunity to take courses concentrating on critical energy issues such as green building, hybrid and electric transportation, fuel cells and bio fuels, and energy systems such as wind, solar and nuclear.

Energy Engineering at IUPUI is an interdisciplinary engineering degree housed in the Mechanical Engineering Department. It is a four-year Purdue University Bachelor’s degree that is only offered on the IUPUI campus in Indianapolis, IN. We combine courses from chemistry, mechanical engineering, physics and electrical engineering to create a strong knowledge base essential to success in this industry. Students also have the opportunity to take courses concentrating on critical energy issues such as green building, hybrid and electric transportation, fuel cells and bio fuels, and energy systems such as wind, solar and nuclear."

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

http://www.engr.iupui.edu/departments/me/undergrad/bseen/index.php

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

http://www.engr.iupui.edu/departments/ent/undergrad/certificates/index.php
Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:
Yes

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):
BS in Environmental Science GIS

A brief description of the undergraduate minor, concentration or certificate (1st program):
The Bachelor of Science in Environmental Science is an interdisciplinary degree within the School of Science that is offered in partnership with the School of Public and Environmental Affairs and the School of Liberal Arts. Additional environmental programs are offered in the Schools of Science, Public and Environmental Affairs, and Liberal Arts. The Department of Earth Science offers both the Bachelor of Arts and Bachelor of Science degrees in Geology with opportunities to study environmental problems. The School of Public and Environmental Affairs offers the Bachelor of Science in Public Health degree

The website URL for the undergraduate minor, concentration or certificate (1st program):
http://science.iupui.edu/un

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):
http://spea.iupui.edu/future/undergrad/programs/sustainable-management.php

A brief description of the undergraduate minor, concentration or certificate (2nd program):
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The website URL for the undergraduate minor, concentration or certificate (2nd program):
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The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):
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A brief description of the undergraduate minor, concentration or certificate (3rd program):
---

The website URL for the undergraduate minor, concentration or certificate (3rd program):
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The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:
Graduate Program

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Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in EN 11: Continuing Education.

---

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

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

Yes

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

Master of Public Affairs in Urban Sustainability

A brief description of the graduate degree program (1st program):

The Master of Public Affairs (MPA) program at SPEA Indianapolis exists to advance understanding of public, private and nonprofit organizations serving the public interest, for the purpose of preparing students for professional service and effective citizen participation with an emphasis on Urban Sustainability.

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


The name of the sustainability-focused, graduate-level degree program (2nd program):
J.D. in Environmental and Natural Resource

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

The Program in Environmental, Energy & Natural Resources Law at IU McKinney offers the opportunity to study environmental, energy and natural resources law through a program that has a national and an international perspective, while retaining a strong regional core.

The website URL for the graduate degree program (2nd program):
http://mckinneylaw.iu.edu/enr/

The name of the sustainability-focused, graduate-level degree program (3rd program):
Master of Public Health, Environmental Health Concentration

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

The Master of Public Health (MPH) degree offered by the IU Richard M. Fairbanks School of Public Health is designed to provide an exceptional balance of academic theory and real world experience, ensuring students are well prepared to find a job they love when they graduate. Whether you wish to pursue the full time or part time option, to complete the degree, you’ll take a combination of Public Health Core courses, Public Health Concentration courses, Public Health Elective courses and Practical Experience courses that together total 45 credits:

The website URL for the graduate degree program (3rd program):
http://pbhealth.iupui.edu/index.php/prospective-students/master/mph/curriculum/environmental-curriculum/

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

https://sustainability.iupui.edu/topics/education-outreach.asp

Master of Public Health, Environmental Health Concentration
Master of Public Affairs: Urban Sustainability
Master of Science in Geographic Information Science
Master of Science in Geology
Ph.D. in Applied Earth Sciences
J.D., Concentration in Environmental and Natural Resources Law

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

stars.aashe.org
Yes

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):
Sustainable Technologies Certificate, Purdue School of Engineering and Technology

A brief description of the graduate minor, concentration or certificate (1st program):
Green jobs are rapidly being created as the economy begins embracing sustainable, energy efficiency, and low-carbon practices. The driving forces behind the development of green jobs are businesses wishing to maintain cutting edge technology, become more energy efficient, while lowering their carbon foot print, or becoming entirely carbon neutral. The governments of the world, the U.S. being one of them, support these developments through initiatives including: federal funding, subsidies, tax reform, and carbon markets. This certificate is designed to address a growing need for professionals who can contribute to the green global workforce with knowledge in sustainable practices in current technologies. The Sustainable Technologies Certificate will be beneficial to students who want to acquire knowledge in areas of renewable energies, green building, and sustainable design, and who may want to pursue a career in a sustainable technology. All of the Sustainable Technologies Certificate courses will be offered online. Students are required to successfully complete a total of 6 courses (18 credit hours) to earn the certificate. No more than 6.0 units of transfer credit can be applied towards this certificate.

The website URL for the graduate minor, concentration or certificate (1st program):
http://earthsciences.iupui.edu/graduate/degrees/phd

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):
Graduate Certificate in Public Health

A brief description of the graduate minor, concentration or certificate (2nd program):
The Graduate Certificate in Public Health is a 15-credit-hour program of study. The certificate program is designed to meet the needs of public health professionals who are seeking the opportunity to continue their education while working. This program is available to US citizens and permanent residents. se biostatistical methods to analyze and report public health data.
2. Specify approaches to assess, prevent and control environmental and occupational hazards to human health and safety.
3. Use epidemiologic methods to collect, study, analyze and report the patterns of disease in human populations for diverse audiences.
4. Apply policy process, development and analysis methods to address current national, state and local public health issues.
5. Identify social and behavioral science factors, theories and models and develop, implement and evaluate interventions designed to positively affect health behaviors in populations.
6. Exhibit high standards of personal and organizational integrity, compassion, honesty and respect for all people.
7. Identify the impact of diversity and culture on public health across discipline areas.
8. Identify the basic ethical and legal principles pertaining to the collection,

The website URL for the graduate minor, concentration or certificate (2nd program):
https://pbhealth.iupui.edu/index.php/prospective-students/graduate-certificate/graduate-certificate-in-public-health/

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

stars.aashe.org
Ph.D. in Applied Earth Sciences

**A brief description of the graduate minor, concentration or certificate (3rd program):**

The program prepares students for academic positions or research and leadership positions in local, state, national, or private environmental organizations. The goal of the program is to prepare future researchers and leaders who assess complex environmental systems and assist in providing sound options and solutions for optimizing human-environment interactions.

**The website URL for the graduate minor, concentration or certificate (3rd program):**

---

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

http://www.spea.iupui.edu/documents/checksheets/MPA%20Urban%20Sustainability%20one%20page-updat

ed1.pdf

Graduate Certificate in Public Health
Graduate Certificate in Global Information Systems
Graduate Certificate in BioEthics
Graduate Certificate in Health Policy
Immersive Experience

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Criteria

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

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

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

  And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

The GO GREEN course emphasizes sustainable development in business and industry, internationally. The course looks at design, engineering, manufacturing, technology and leadership processes implemented and maintained in business and industry for the purpose of being environmentally and socially responsible, and cost effective to save natural resources. These courses include discussions, guest lecturers, visits and tours of industries. Course Details

The GO GREEN course emphasizes sustainable development in business and industry. The course looks at design, engineering, manufacturing, technology and leadership processes implemented and maintained in business and industry for the purpose of being environmentally and socially responsible, and cost effective to save natural resources. This one week course will include discussions, guest lecturers, visits and tours of industries.

An additional 3 credit Independent Research option allows students to conduct research in Germany for an additional 1-6 weeks and earn an additional 3 credit hours in OLS 39900 GO GREEN Research. (This option will increase program costs).
Location Details

Mannheim is unusual among German cities in that its central area is laid out in a grid pattern, much like many North American cities.

Mannheim is situated on the right bank of the Rhine River and is a major inland port and an industrial center with an important trade in coal and iron.

Mannheim is located about 2 1/2 hours north of the Black Forest.

Marseille, France Program Information

Academic Program

This is an interdisciplinary course emphasizing sustainability, globalization and French culture. In this context, sustainability refers to design, engineering, manufacturing, technology and leadership processes implemented and maintained in industry and business for the purpose of being environmentally responsible, energy efficient, cost effective, and socially responsible.

An important part of this class is learning about the French culture. This time should be used for students to observe and mingle with French people to get a feel for the culture.

Students will earn 3 credit hours in OLS 42300.

Students will be given an option to add an additional 3 credit hours, OLS 39900 GO GREEN Research, by enrolling in an Independent Study Course during 2011 in Summer I. The Independent Study Course will be designed to focus on a student's area of interest in a topic related to the GO GREEN course and to study this area further in depth. This option will give students the ability to take 6 full credit hours needed for financial aid purposes for summer enrollment awards.

The available coursework is particularly suited for, but not necessarily limited to, the following academic interests: Business, Engineering and Technology, Environmental Studies/Science, and Interior Design. However, this course is open to all IUPUI majors. There is no language requirement.

Program Eligibility

Cumulative GPA of at least 2.75
Applicant must be at least a sophomore at the time of participation in the program
Good standing with the university
This program is also open to IU staff, faculty, alumni, and community members if space is available
Complete eligibility criteria and selection criteria are outlined within the Academic Policies and Procedures of the Office of Study Abroad. Selection is based on maturity, seriousness of purpose, and appropriateness of match between program and applicant. Students on academic or disciplinary probation during program period are not eligible. Students must be at least 18 years old to participate on an IUPUI Study Abroad Program.

Location Details

France is the largest European country in terms of land area after Russia and Ukraine.

Marseille is the oldest city in France, founded in 600 BC by the Greeks.

The famous French fish soup, Bouillabaisee, originated in Marseille.
The website URL where information about the immersive program(s) is available:

http://engr.iupui.edu/gogreen/coursedates.shtml?menu=dates
Sustainability Literacy Assessment

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Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

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

Data source(s) and notes about the submission:

IUPUI has not conducted a sustainability literacy of our students, but we have intentions to do so in the future.
Incentives for Developing 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 specifically aims to increase student learning of sustainability.

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

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

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

**Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:**

Yes

**A brief description of the program(s), including positive outcomes during the previous three years:**

The following Grants and incentives offer incentives for faculty to develop curriculum in their field-RISE Curriculum Development Grant RFP, The Grand Challenge Grant and the Greening IUPUI Grant

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

The Grand Challenge investment will be particularly focused on “major and large-scale problems” facing humanity that can “only be addressed by multidisciplinary teams of the best researchers.”

Greening IUPUI grants are awarded one time per year to projects that advance our campus sustainability principles. IUPUI dedicates a total of $50,000 annually to fund these projects.

**The website URL where information about the incentive program(s) is available:**

http://strategicplan.iupui.edu/Indiana-and-Beyond
Campus as a Living Laboratory

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Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the STARS Technical Manual). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: Immersive Experience, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Is the institution utilizing the campus as a living laboratory for multidisciplinary student learning and applied research in the following areas?:
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<th>Category</th>
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<tr>
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<td>Diversity &amp; Affordability</td>
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<td>Health, Wellbeing &amp; Work</td>
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<td>Investment</td>
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<td>Public Engagement</td>
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A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

"The IUPUI Center for Earth and Environmental Science ("CEES") was established by the Department of Earth Sciences and named an IUPUI Campus Signature Center, an initiative of the Office of the Vice Chancellor of Research at IUPUI. CEES is also sponsored within IUPUI by the IUPUI Department of Earth Sciences and the School of Science.

An Urban Environmental Center
Applied environmental research is important in bringing solutions to critical problems and gives CEES its uniqueness. Research and outreach programs are focused in central Indiana with local, state, national, and international collaborations and implications. Activities
include the following core areas:

Research and Restoration
Research initiatives cross traditional science boundaries and facilitate science-based decision making. We also strive to help IUPUI researchers use the local environment in their basic research interests.

- Water Resource Evaluation and Watershed Management
- Stream and Wetland Assessment and Restoration
- Assessment of Environmental Constituents
- Environmental Data Management, Modeling, and Visualization

Environmental Science Education
Educational programs are discovery based and make science real and relevant. In addition to serving our community, they also provide opportunities for IUPUI students to get involved in science education and provide a living-laboratory for STEM education research.

- Environmental Education Resources
- Discovering the Science of the Environment
- K-12 Teacher Workshops and Support
- Practical engagement experiences for undergraduates interested in the environment and science education
- Continuing Education Workshops for Environmental Professional

Public Service, service learning and community engagement through restoration and environmental stewardship
Our public service programs immerse participants in experiential projects that address current environmental issues and improve natural areas in central Indiana. CEES provides service learning opportunities and partnerships with various city and state agencies and nonprofit organizations.

- Stewardship Activities for Students, Corporate Volunteers, and the Community

- Environmental Data Production and Dissemination

Ecosystem Restoration at CEES
- Restoration Overview
- Lilly Arbor
  - Urban Floodplain Restoration
  - Project Planning
  - Experimental Design
  - Data, Maps, and Images
  - Advisory Board
  - Participant List
  - References
- Pleasant Run
- Ritchey Woods
- Crooked Creek
- Goose Pond
- Pogue's Run
- Southwestway Park
- Starling

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

Title: IUPUI North Hall residence hall

Description:
Estimated Completion: August 2016

The 172,000-square-foot building will be on North Street in close proximity to University Tower -- IUPUI’s newest residence hall with a state-of-the-art dining hall -- and will offer 700 beds for students and spaces to support student life activities, fitness programs, a computer lab, game rooms and laundry. The building will also feature a state-of-the-art multipurpose media room and two classrooms that will each accommodate 40 students.

The new residence hall will reflect the sleek, modern style of the IUPUI campus by use of brick, glass and precast accents and offer two residential wings varying in height -- one four stories and the other six stories. This design will allow more natural light into the semi-enclosed courtyard as well as the large windows of each sleeping room.

A centralized tower will connect the wings and house community spaces on the first floor. The tower will be expressed architecturally with extensive glass and roof elements for a dramatic sense of entry and offer a preview of the activities inside.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

Food Services has partnered with IU Healthy Engagement, Office of Sustainability, and University College to bring a farmers market to IUPUI. The first market was held October 25th during the IUPUI Health and Benefits Fair. The market is held monthly and chefs provide recipes and preparation demonstrations on food items from IUPUI’s Urban Garden and the Fresh Produce Market inventory. There are also two gardens on campus that student groups utilize to harvest and then sell produce at the farmers market.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

Sustainable Energy Analysis
Description: Students investigate the concept of globally and locally sustainable energy by examining electric energy consumption and renewable (wind, solar, biomass, geothermal, hydroelectric, and wave/tidal) and nonrenewable (coal, oil, natural gas, and nuclear) energy resources. Using a given criteria, students calculate their school’s electric energy consumption and predict the feasibility of using on-site renewable energy resources to meet a portion of the calculated electric energy consumption. Using GPS units, Vernier LabQuest scientific hand helds, light sensors, anemometers, and forestry calipers, the students collect site location, wind, solar and biomass data measurements at different locations around their school grounds. Data measurements are compiled on a large school ground map, analyzed, and conclusions are drawn about the practicality of utilizing sustainable energy resources.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

IUPUI's Office of Sustainability and Campus Facility Services have created a Campus Tree Advisory Committee to participate in the Tree Campus USA program. Tree Campus USA colleges and universities strive to engage their student body as well as their broader community to establish and sustain healthy community forests for the benefit of current and future residents.
There are five standards that must be met for Tree Campus USA recognition:
Campus Tree Advisory Committee
Campus Tree Care Plan
Campus Tree Program with Dedicated Annual Expenditures
Arbor Day Observance
Service Learning Project
IUPUI named a 2012 Tree Campus USA
IUPUI named a 2013 Tree Campus USA
IUPUI named a 2014 Tree Campus USA

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

The project goal is to troubleshoot a POS (Point Of Sale) Database. There are some problems with queries about returned damaged equipment. The return table is only showing POS data and not return data. Also, returned items field tickets show up in the database, but are not showing up in field ticket items. This database uses Microsoft SQL Server on backend and Microsoft Access on the front-end.

Project Student: Khurram Khan

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

Faculty and students in the Transportation Active Safety Institute (TASI) within the School of Engineering and Technology were featured in the Discovery Channel’s Daily Planet show aired on May 21st, 2015 for their world’s advanced pedestrian crash mannequin system. This system can be used for testing and evaluation of pedestrian pre-collision systems for vehicle emergency braking systems and self-driving cars. The Transportation Active Safety Institute (TASI) developed and delivered the world’s first advanced articulated mannequin system to the U.S. National Highway Transportation Safety Administration Vehicle Research and Testing Center for mannequin technology evaluation for standardized tests. One of TASI’s sponsors Toyota Collaborative Safety Research Center has also acquired TASI’s pedestrian mannequin system for their research and development efforts.

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

The Industrial Assessment Center within the School of Engineering and Technology conducted energy assessments for 43 Indiana manufacturing companies. The audits have resulted in recommended waste savings of $5.5M and productivity saving of $342K. The assessments resulted in recommendations for improving energy efficiency. The students were trained on real world engineering while the companies benefited from audit for energy efficiency improvement and cost reduction.

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

The concept of a "living laboratory" for water technologies has been developed in partnership with several local companies and Indiana University Purdue University at Indianapolis (IUPUI). This would allow new solutions for "people + pipes + policy" to be tested in real-world conditions so that a "smart water grid" can be created with better measurement, more efficient delivery and greater customer education on water use and conservation.
A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

"The "Polis Center" at IUPUI Indianapolis is a self-funded research unit of the IU School of Liberal Arts that utilizes collaborations and understanding in the communities as entrepreneurial and practical, effective, and cost-efficient way for communities to enhance their capacity for meaningful change. We develop the nation’s largest community information system, SAVI, as an interactive data and mapping resource for individuals and organizations in Central Indiana, and our annual Spirit & Place Festival is an example of our efforts to promote Central Indiana as a leading example of how communities can work together to encourage civic engagement and enduring change.

We work with professional and scholarly communities, especially through application of digital technologies such as Geographic Information Systems (GIS) and other geospatial tools. Major efforts include projects with national and state departments of homeland security, notably in helping communities with hazard mitigation and planning. We also have significant partnerships in health geoinformatics, linking clinical and community information to understand issues relating to public health and enlisting community organizations in effective interventions. In collaboration with research centers in the U.S. and internationally, we have helped to lead the development of the new field of spatial humanities, which uses geospatial technologies to understand the role and meaning of place in modern society.

In all of our areas of emphasis, we have earned a national reputation as a dynamic learning environment with highly professional staff who excel in collaborative, practical, and effective solutions for the communities in which we live.
"

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

"The Purdue School of Engineering & Technology at IUPUI has been awarded a grant to launch a project aimed at revitalizing Riverside, a neighborhood on the west side of Indianapolis, just north of IUPUI’s campus. The School of Engineering & Technology and the Riverside Civic League are joining forces for the Riverside Watershed Environmental Living Lab for Sustainability (RWELLS) initiative, developed to improve quality of life by creating jobs through entrepreneurship in the area of sustainability.

“RWELLS is unique because it will involve neighbors helping neighbors in developing long-term sustainable solutions in which they have ownership,” explained Dr. Tom Iseley, Program Director and Professor of Construction Engineering Management Technology at the School. “We were delighted to receive an IUPUI Solution Center Community Venture Fund grant to provide student support for developing a strategic plan. The Buried Asset Management Institute-International (BAMI-I) has also agreed to provide matching funds through a special Industry Advisory Board program for RWELLS sponsored by the Plastic Pipe Institute, Midwest Mole, Inc., AP/M Permaform, Sanexen Environmental Services and CH2M Hill. We’re extremely grateful for the many groups sharing and supporting our vision for Riverside.”
"

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

"campus wide programming, the office also supervises the Peer Educator program, an initiative that enables and certifies students to educate one another on topics of personal wellness. This program provides students with practical experience in the areas of health services and leadership skills.
"
A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

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A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

Lugar Center It is only with the support of local businesses, community outreach, volunteers, students, government and university laboratories and equipment that The Lugar Center has become the world-class research center it is today. Also, Lilly ARbor Projec- trees that were installed in 2000-01 were monitored for growth and survivability over several years to determine the best method for reforestation of riparian areas. The location of these trees were recorded with GPS upon installation and tagged for future identification. Tree height and diameter were recorded over the next several years. These measurements were last taken was 2009 and we hope to update these soon. Several monitoring wells in the project area need to be cleaned and begin taking readings once again on a regular basis. While we are still working out the details, we hope these activities can accomplished through additional service learning projects and/or as a form of hands on learning in a related course.

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

"CEES is excited for our first-time service learning partnership with the Nina Mason Pulliam (NMP) EcoLab at Marian University for environmental service learning events. The NMP EcoLab is a 55-acre, restored, natural area on the campus of Marian University.

Not only is the NMP EcoLab an environmental treasure, but it is a historical one as well. The property that is now the NMP EcoLab was part of the Riverdale estate built by James Allison (founder of the Indy 500 and Allison transmission) in the early 1900's. The landscaping was designed by master landscape architect, Jens Jensen, known as the "Prophet of the Prairie" for his use of native plants. Many of Jensen's original landscape features can be seen in the NMP EcoLab today, including bridges, cisterns, and original trails."

The website URL where information about the institution’s campus as a living laboratory program or projects is available:

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Research

**Points Claimed** 14.02

**Points Available** 18.00

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

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<td>Support for Research</td>
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<td>Access to Research</td>
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Academic Research

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<td>Deborah Ferguson</td>
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<td></td>
<td>Assistant Director</td>
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<td>Office of Sustainability</td>
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Criteria

**Part 1**

Institution’s faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

**Part 2**

Institution’s academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of “sustainability research” outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

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

**Number of the institution’s faculty and/or staff engaged in sustainability research:**
303

**Total number of the institution’s faculty and/or staff engaged in research:**
1,982

**Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:**
63

**The total number of academic departments (or the equivalent) that conduct research:**
A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

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Names and department affiliations of faculty and staff engaged in sustainability research:

Inventory file can be viewed at:

https://iu.box.com/s/w3m1r2ado92ypvkibcgnfr6qu308x2ex

Individual Faculty PIs are listed in research inventory file filtered by Sustainability Keyword search and represent Research Proposals for FY15. Does not represent all activity that may be ongoing from prior years, or publications, or not captured in the RSP funding requests.

Additional Information about Research Deans, Centers and Institutes listed below:

Associate Deans for Research
Each school on the IUPUI campus appoints an Associate Dean for Research. These Deans form the Council of Associate Deans for Research and advise the Vice Chancellor for Research on issues that affect their school’s research efforts.

School Associate Dean Email
Dentistry Gabriel Chu
tgchu@iupui.edu

Education Samantha Paredes Scribner
smpscrib@iupui.edu

Engineering and Technology Razi Nalim
mnalim@iupui.edu

Fairbanks Public Health Hongmei Nan
hnan@iu.edu

Health and Rehab Sciences Stuart Warden
stwarden@iupui.edu
Herron Art and Design Craig McDaniel

crmcdani@iupui.edu

Informatics and Computing Steven Mannheimer

smannhei@iupui.edu

Kelley Business Kenneth Carow

kcarow@iupui.edu

Liberal Arts Jeffrey Wilson

jeswilso@iupui.edu

Lilly Family Philanthropy Patrick Rooney

rooney@iupui.edu

McKinney Law Ben Keele

bkeele@indiana.edu

Medicine Randy Brutkiewicz

rbrutkie@iupui.edu

Nursing Janet Carpenter

carpentj@iu.edu

Physical Educ Tourism Mgmt Rafael Bahamonde

rbahamon@iupui.edu

Public and Envirmntl Affrs Douglas Noonan

stars.aashe.org
noonand@iupui.edu

Science David Skalnik
dskalnik@iupui.edu

Social Work Cathy Pike
cpike@iupui.edu

Undergraduate Education Sarah Baker
ssbaker2@iupui.edu

University Library Kristi Palmer
klpalmer@iupui.edu

Centers, Institutes, Cores, Labs
Campus
Center for Research and Learning
Center for Service and Learning
Center for Teaching and Learning
Integrated Nanosystems Development Institute (INDI)
IUPUI Arts and Humanities Institute
IUPUI Imaging Research Initiative
IUPUI Testing Center
Signature Centers
STEM Education Research Institute (SERI)
Translating Research into Practice (TRIP)

Dentistry
Binational Cross-cultural Health Enhancement Center
Oral Health Research Institute
Tobacco Cessation and Biobehavioral Center
Bioresearch Core/Facility
Clinical Research Core/Facility
Laboratory Testing Core/Facility
Microbial Caries Research Facility
Digital Electron Microscopy Facility
Education
Center for Urban and Multicultural Education
Great Lakes Equity Center
Urban Center for the Advancement of STEM Education (UCASE)

Engineering and Technology
Biomechanics and Biomaterials Research Center
Industrial Assessment Center
Integrated Nanosystems Development Institute
Richard G. Lugar Center for Renewable Energy
Transportation Active Safety Institute
Biomedical Engineering Labs
Critical Listening Environment for Audio Research Lab
Computer Information and Graphics Technology Labs
Electrical and Computer Engineering Labs
Mechanical Engineering Labs

Fairbanks Public Health
Center for Health Policy
Indiana Public Health Training Center

Health and Rehabilitation Sciences
Center for Translational Musculoskeletal Research
Indiana Center for Advanced Neurorehabilitation (ICAN)
Applied Regenerative Medicine (ARM) Lab
Bone Physiology Lab
Community Mobility and Participation in Society (COMPASS) Lab
Driving Safety and Rehabilitation Research Lab
Human Structure and Function Lab
Motion Analysis and Biomechanics Research Lab
Pulmonary Physiology Lab
Rehabilitation and Integrative Therapy (RIT) Lab
Silver Hoosiers-Health and Aging Research Lab

Herron Art and Design
Basile Center for Art, Design and Public Life
Think It Make It Lab

Informatics and Computing
Center for Cancer Population Analytics & Patient Centered Informatics

Kelley Business
Center for International Business Education and Research
Indiana Business Research Center
Randall L. Tobias Center for Leadership Excellence

Liberal Arts
Center for Global Entrepreneurship and Sustainable Development
Center for Health Economics Research
Center for the Study of Religion and American Culture
Cultural Heritage Research Center
International Center for Intercultural Communication
Institute for American Thought
Max Kade German-American Center
National Council on Public History
The Confucius Institute in Indianapolis
The Polis Center
University Writing Center

Lilly Family Philanthropy
Lake Institute on Faith & Giving
Women's Philanthropy Institute

McKinney Law
Center for Intellectual Property Law and Innovation
Center for International and Comparative Law
Hall Center for Law and Health
Joint Center for Asian Law Studies

Medicine
Institutes, Centers, Cores and other Research Organizations
Research Centers
Research Institutes
Research Core Laboratories
Other Research Organizations

Nursing
Center for Enhancing Quality of Life in Chronic Illness
Center for Research in Nursing Education
Research in Palliative and End-of-Life Communication and Training (RESPECT) Center
The Behavioral Cooperative Oncology Group (BCOG) / Center for Symptom Management

Physical Education & Tourism Management
Exercise Physiology Lab
Human Movement and Biomechanics Lab
Neurophysiology Lab
Physical Activity and Pain Lab

Public and Environmental Affairs
Center for Civic Literacy
Indiana University Public Policy Institute

Science
Assertive Community Treatment (ACT) Center
Center for Earth and Environmental Science
Center for Membrane Biosciences
Center for Nuclear Magnetic Resonance
Center for Regenerative Biology and Medicine
Center for Urban Health
Center for Visual Information Sensing and Computing
A brief description of the methodology the institution followed to complete the research inventory:

Primary Data Source originated from the IU Office of Research & Sponsored Program - Data & Reports - Institutional Proposal Reports submitted for FY14-15 which provides a complete list of all Research Proposals from 07/01/14 - 06/30/15 then filtered based on Sustainability key Word/Term search to analyze the % of Sustainability Research to total Research activity for both total departments and total faculty based on proposal title/descriptions. Source of Report can be found at:

http://www.researchadmin.iu.edu/data_reports/dr_predefined.html

Does not represent all activity that may be ongoing from prior years, or publications, nor other unfunded activity not represented in the RSP funding requests.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

Accelerate Innovation and Discovery through Research and Creative Activity
• A new IUPUI Research Strategic Plan includes, among other purposes, a “Grand Challenge” initiative focused on urban health and well-being, to be carried out in collaboration with community partners; enhanced research opportunities for undergraduates in all disciplines; expanded access to IUPUI research findings; partnerships with industry and other universities; and increased attention to technology transfer and commercialization of research findings to boost the local economy. Developed by a multi-disciplinary steering committee working with the Office of the Vice Chancellor for Research, the plan is aligned with the School of Medicine’s Transforming Research Initiative and with IU’s Bicentennial Strategic Plan

http://www.grandchallenges.iu.edu/about.html

IU GRAND CHALLENGES

The university anticipates funding three to five comprehensive initiatives to address Grand Challenges by the conclusion of IU’s Bicentennial in 2020, with an investment of $300 million, including base funding for as many as 175 new faculty lines.
IU’s Bicentennial Strategic Plan, adopted in 2015, calls on the university to tackle “major and large-scale problems” facing humanity that can “only be addressed by multidisciplinary teams of the best researchers.” Specifically, the plan calls on the IU community to:

Identify grand challenges where IU had the greatest potential to make the most significant contributions in addressing major and large-scale problems facing society;
Assemble teams and clusters of researchers most able to address these grand challenge problems;
Provide the support necessary to catalyze faculty efforts to seek major long-term grants and gifts to fund their work in attacking these grand challenges; and
Make select hires and appointments, including cluster hires of senior scholars and their research groups, to lead or greatly strengthen research efforts focused on these problems.

IU is taking up the challenge. With the exceptional commitment of the Board of Trustees, President Michael A. McRobbie and the leadership of the university, the Indianapolis and Bloomington campuses, the School of Medicine, and the IU Foundation, the university has identified $300 million of existing and anticipated funding that can be invested in Grand Challenges over the next five years.

This is the most significant investment in IU’s research infrastructure in the university’s history. It will fund up to five Grand Challenge Initiatives and support the hiring of as many as 175 new faculty and of hundreds of new graduate students and postdoctoral fellows. But most importantly, it will enable IU to expand its efforts to address some of the most critical issues facing local communities and the State of Indiana, as well as the nation and the world.

The request for Preliminary Proposals RFP provides detailed information about the goals of IU’s Grand Challenges program and the process by which the first initiatives will be determined. Let me highlight four aspects of the program here.

The inaugural Grand Challenges competition was held in 2015-16. We received 21 preliminary proposals from more than 400 faculty on six campuses, representing 29 schools and 37 centers. Five were selected for development into full proposals, and five impressive, compelling proposals were submitted in late April, 2016.

Following extensive faculty and community review, on June 20, 2016, at a packed event in Indianapolis, President McRobbie announced IU’s first Grand Challenge commitment: the Precision Health Initiative. PHI is a university-wide partnership dedicated to optimizing the prevention and treatment of human diseases through a more precise understanding of the genetic, developmental, behavioral and environmental factors that contribute to an individual’s health.

Led by Anantha Shekhar, M.D., Ph.D., August M. Watanabe Professor and IU School of Medicine Executive Associate Dean of Research, PHI involves almost 40 new hires in the School of Medicine, the Schools of Public Health and Nursing on the IUPUI campus, and the College of Arts and Sciences and the School of Informatics and Computing on the Bloomington campus. It also includes participation by key business and community partners, including Eli Lilly and Company, Roche Diagnostics, Cook Regentec, Deloitte, Regenstrief Institute, and IU Health.

The website URL where information about sustainability research is available:

http://research.iupui.edu/index.php

Data source(s) and notes about the submission:

Primary Data Source originated from the IU Office of Research and Administration - Data & Reports found at http://researchadmin.iu.edu/
Sourced FY14-15 Proposals and then filtered based on Sustainability key Word/Term search to analyze the % of Sustainability Research to total Research activity. In addition, reviewed the Centers and Institutes at IUPUI: The innovative thinking by our IUPUI researchers has lead to the creation of many system-wide, campus-wide, and school/departmental centers and institutes. Under Research Centers, we have also included links to many cores, labs and other resources faculty need to be successful in their research endeavors.
Additional Undergraduate Research opportunities are coordinated through the Center for Research and Learning:
http://crl.iupui.edu/about/index.asp

Official IUPUI Research Data Reports can be found at:
http://researchadmin.iu.edu/ar.html
Support for Research

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<td>Sustainability Assessment Coordinator</td>
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Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct 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. The program specifically aims to increase student sustainability research.
- 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. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

"---“ 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:

Greening IUPUI Grant Fund 2015 IUPUI is providing up to $50,000 annually to fund student, faculty and staff led initiatives which will "green" IUPUI by advancing the campus Sustainability Principles.

The fund may be used to host conferences, provide education and training, and develop and implement new programs and projects, etc. Grants are for projects or activities that will reduce the environmental impact of IUPUI’s campus. Preference is be given to initiatives that have wide-spread campus impact. Awards may be used for educational purposes, if it is clear that the education will lead to a reduction in IUPUI's environmental impact. Research that conforms to these standards will be considered.

The website URL where information about the student research program is available:
http://sustainability.iupui.edu/about/doc/2013_IUPUI_Green_Grant_Application1.pdf
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:

Greening IUPUI Grant Fund 2015 IUPUI is providing up to $50,000 annually to fund student, faculty and staff led initiatives which will "green" IUPUI by advancing the Sustainability Principles.

The fund may be used to host conferences, provide education and training, and develop and implement new programs and projects, etc. Grants are for projects or activities that will reduce the environmental impact of IUPUI’s campus. Preference is be given to initiatives that have wide-spread campus impact. Awards may be used for educational purposes, if it is clear that the education will lead to a reduction in IUPUI's environmental impact. Research that conforms to these standards will be considered.

The website URL where information about the faculty research program is available:
http://sustainability.iupui.edu/about/doc/2013_IUPUI_Green_Grant_Application1.pdf

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

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

IUPUI considers interdisciplinary collaboration to be an important part of our strength as an urban research university. This "Team Science" approach is taken into consideration for faculty Tenure and Promotion.

The website URL where information about the treatment of interdisciplinary research is available:
http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:
Yes

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

It supports students and faculty with subject-specific research assistance and resources covering all of IUPUI’s more than 200 degree programs.

University Library supports remote research needs by providing online access to academic research sources. It also fosters learning within its walls, providing technology-rich and purposefully-designed informal and formal learning spaces.

Special collections at University Library
Payton Philanthropic Studies Library
Ruth Lilly Special Collections & Archives
Learn more about the University Library
Herron School of Art Library

Exterior of Eskenazi Hall

The Herron Art Library, a branch library of the IUPUI University Library, is a full service library that supports subject-specific research in the fine arts, pre-history through contemporary.

Learn more about the Herron School of Art Library
School of Dentistry Library

Exterior of Indiana University School of Dentistry Library

As one of the premier dental libraries in existence, the Indiana University School of Dentistry Library supports the dental education, research, patient care, and community outreach activities of students, faculty, and staff.

The Indiana University School of Dentistry Library offers students access to full-text electronic resources, subject-specific databases, a computer classroom, quiet study areas, and comprehensive print and online collections in the subject areas of dentistry, basic sciences, and selected medical specialties.

Learn more about the School of Dentistry Library
Ruth Lilly Law Library

Interior of Ruth Lilly Law Library

As a student at IUPUI, you will have access to the print and electronic legal resources at the law library. The collection is focused on U.S. and Indiana law with specialized collections in the areas of environmental law, health law, human rights, intellectual property, and international law.

Learn more about the Ruth Lilly Law Library
Ruth Lilly Medical Library

test

The only academic medical library in the state, the Ruth Lilly Medical Library supports health sciences education, biomedical research, and clinical practice with its extensive electronic collection of biomedical resources and discipline-specific expertise. The Ruth Lilly Medical Library space has been renovated with students in mind, providing small group study rooms, modern study carrels, dual-monitor workstations, computer classrooms, and a team-based learning classroom.

The website URL where information about the institution's library support for sustainability is available:

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Data source(s) and notes about the submission:

Centers and Institutes at IUPUI
The innovative thinking by our IUPUI researchers has lead to the creation of many system-wide, campus-wide, and school/departmental centers and institutes.
Under Research Centers, we have also included links to many cores, labs and other resources faculty need to be successful in their research endeavors.
Multi-school centers that are applying for external funding are encouraged to review this Sustainability of Research Centers guide for indirect cost recovery.
If you have any questions regarding the content, development or maintenance of this site, please contact us at: ovcr@iupui.edu
Access to Research

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**Criteria**

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

**Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:**

250

**Number of divisions covered by a policy assuring open access to research:**

250

**A brief description of the open access policy, including the date adopted and repository(ies) used:**

Each Faculty member grants to The Trustees of Indiana University permission to make available his or her scholarly articles which are deemed Traditional Works of Scholarship under the Intellectual Property Policy and to exercise the copyright in those articles. More specifically, each Faculty member retains copyright and grants to the Trustees of Indiana University a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, for the purpose of making their articles widely and freely available in an open access repository, provided that the articles are not sold, and appropriate attribution is given to authors, and to authorize others to do the same.

**A copy of the open access policy:**

IUPUI_OA Policy.pdf

**The open access policy:**

The faculty of Indiana University-Purdue University Indianapolis is committed to disseminating the fruits of its research and scholarship as widely as possible. In keeping with that commitment, the faculty adopts the following policy.

Policy Statement
GRANT OF LICENSE AND LIMITATIONS

Each Faculty member grants to The Trustees of Indiana University permission to make available his or her scholarly articles which are deemed Traditional Works of Scholarship under the Intellectual Property Policy and to exercise the copyright in those articles. More specifically, each Faculty member retains copyright and grants to the Trustees of Indiana University a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, for the purpose of making their articles widely and freely available in an open access repository, provided that the articles are not sold, and appropriate attribution is given to authors, and to authorize others to do the same.

SCOPE AND WAIVER (OPT-OUT)

The policy applies to all scholarly articles authored or co-authored while the person is a member of the Faculty, except for any articles completed before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. Faculty members retain responsibility for complying with any incompatible licensing or assignment agreements they have executed before the adoption of this policy. Upon express direction by the Faculty member, the Executive Vice Chancellor, Chief Academic Officer, or his or her designate will waive application of the license for a particular article or delay access for a specified period of time. Likewise, upon express direction by the Faculty member, a particular article’s archival status (open access, no access, or delayed access) may be changed at any time.

DEPOSIT OF ARTICLES

Each Faculty member will provide an electronic copy of the author’s final version of each article no later than the date of its publication at no charge to the appropriate representative of the Academic Affairs Office in an appropriate format (such as PDF) specified by the Academic Affairs Office. The Academic Affairs Office may make the article available to the public in an open access repository. The Academic Affairs Office, in consultation with Faculty governance, is responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the faculty from time to time. The policy will be reviewed after three years and as needed thereafter.

EXPLANATORY NOTES

This policy is based on a model open access policy developed by Stuart Shieber of the Harvard Office for Scholarly Communication. It includes a freely waivable rights-retaining license and a deposit requirement. This language is based on and informed by the policies voted by faculties at Harvard, MIT, Stanford University School of Education, Duke University, the University of California, and others. Information explaining the motivation for and implementation of open access policies, including an annotated model policy, is available at the web site of Harvard’s Office for Scholarly Communication (http://osc.hul.harvard.edu/).

The website URL where the open access repository is available:
https://openaccess.iupui.edu/

A brief description of how the institution’s library(ies) support open access to research:

The IUPUI Faculty Council adopted an open access policy on October 7th, 2014. This policy shows IUPUI's commitment to disseminating the fruits of research and scholarship as widely as possible. Open access policies increase authors’ rights, readership and citation rates for scholarly articles. The opt out provision ensures that all faculty authors have the freedom to publish in the journal of their choice.
The website URL where information about open access to the institution's research is available:

https://openaccess.iupui.edu/

**Data source(s) and notes about the submission:**

Centers and Institutes at IUPUI

The innovative thinking by our IUPUI researchers has lead to the creation of many system-wide, campus-wide, and school/departmental centers and institutes.

Under Research Centers, we have also included links to many cores, labs and other resources faculty need to be successful in their research endeavors.

Multi-school centers that are applying for external funding are encouraged to review this Sustainability of Research Centers guide for indirect cost recovery.

If you have any questions regarding the content, development or maintenance of this site, please contact us at:

ovcr@iupui.edu
# Engagement

## Campus Engagement

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Educators Program</td>
<td>4.00 / 4.00</td>
</tr>
<tr>
<td>Student Orientation</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Student Life</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Outreach Materials and Publications</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Outreach Campaign</td>
<td>4.00 / 4.00</td>
</tr>
<tr>
<td>Employee Educators Program</td>
<td>0.00 / 3.00</td>
</tr>
<tr>
<td>Employee Orientation</td>
<td>1.00 / 1.00</td>
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<tr>
<td>Staff Professional Development</td>
<td>2.00 / 2.00</td>
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</table>

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.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, 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.
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 (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

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

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by EN 5: Outreach Campaign and EN 3: Student Life.

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

30,690

Name of the student educators program (1st program):

Center for Earth and Environmental Science (CEES) - Service Learning Assistant (SLA) Program

Number of students served (i.e. directly targeted) by the program (1st program):

30,690
A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

The Center for Earth and Environmental Science (CEES) Service Learning Assistant (SLA) positions work an average of 10 hours per week. SLAs work alongside an environmental science students from IUPUI, CEES staff, and a community partner delivering environmental science education in a variety of community parks and gardens. CEES hosts 10-14 service learning projects for IUPUI students per semester (More information: http://cees.iupui.edu/education/environmental-service-learning-undergrad).

SLAs also assist with research and report writing associated with the service learning program, field and laboratory research at CEES, and educating their peers at service learning events.

Description of peer-to-peer activities:
- SLAs act as in-field educational resources for students taking part in environmental service learning events at IUPUI. They train their peers on academic topics including: invasive species, water quality, soil health, ecosystem services, endangered species, dead zones, climate change, and others. They also lead in-field invasive species removal events.
- SLAs also engage their peers in how to solve the issues learned in the field in their every day life.
- SLAs are to plan, organize, and host one service learning event (in addition to the 10-14 CEES service learning events hosted every semester) for their peers on their own at some point each semester.

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

SLAs are chosen through a competitive process. Applicants must meet all academic requirements (see below) and submit a resume, statement of interest, and downloadable application to CEES staff. Once applications are screened, top candidates are invited to interview. From this interview process, SLAs are selected.

SLA ACADEMIC REQUIREMENTS
An IUPUI undergraduate student who is selected by faculty or professional staff must:
- Have completed at least 15 credit hours at IUPUI
- Carry at least a 2.75 grade point average
- Enroll in and complete at least 9 credit hours at IUPUI during the semester in which he or she receives the SLA scholarship. (The minimum for summer awards is 3 credit hours.)

An IUPUI graduate student who is selected by faculty or professional staff must:
- Complete at least 6 credit hours at IUPUI
- Carry at least a 3.00 grade point average (or 3.00 undergraduate GPA if in his or her first semester of graduate school)
- Enroll in and complete at least 6 credit hours at IUPUI during the semester in which he or she receives the SLA scholarship. (The minimum for summer awards is 3 credit hours.)

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

CEES SLAs are trained by CEES staff, IUPUI Center for Service and Learning Staff, and community partners.

CEES STAFF TRAINING:
SLAs must:
- Attend CEES SLA orientation
- Meet weekly with their CEES supervisor for project updates, work assignments, and for staff meetings
- Attend community partner meetings to introduce themselves to partners they will be working with throughout the semester(s)
- Receive in-field training on a weekly basis once service learning events begin

CENTER FOR SERVICE AND LEARNING TRAINING:
SLAs must:
- Attend SLA orientation
- Complete at least one professional development activity and write a reflection on the experience
- Submit a final report narrative upon completion of the SLA

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

SLAs are funded through the IUPUI Center for Service and Learning.

Name of the student educators program (2nd program):
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Number of students served (i.e. directly targeted) by the program (2nd program):
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A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):
---

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

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

A brief description of the financial or other support the institution provides to the program (2nd program):
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Name of the student educators program (3rd program):
---

Number of students served (i.e. directly targeted) by the program (3rd program):
---

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):
A brief description of how the student educators are selected (3rd program):

---

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

---

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

---

Name(s) of the student educator program(s) (all other programs):

---

Number of students served (i.e. directly targeted) by all other student educator programs:

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

---

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

---

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

---

A brief description of the financial or other support the institution provides to the program (all other programs):

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Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

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The website URL for the peer-to-peer student outreach and education program(s):

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**Student Orientation**

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 / 2.00</td>
<td>Carol Mullins</td>
</tr>
<tr>
<td></td>
<td>Sustainability Assessment Coordinator</td>
</tr>
<tr>
<td></td>
<td>Office of Sustainability</td>
</tr>
</tbody>
</table>

**Criteria**

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

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

**The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:**

100

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

At the beginning of each academic year, IUPUI hosts Involvement Expo, which is a campus-wide event showcasing programming on campus. IUPUI Sustainability, Campus Kitchen at IUPUI, Energy Club, Student Sustainability Council, IUPUI Cycling Club, and others are present yearly.

Campus Ambassadors, which provide campus tours to visiting and incoming students, receive training in campus sustainability principles, which are to shared on their provided tours.

Additionally, there are sustainability-specific events hosed throughout the year that give students a chance to interact with both IUPUI and local organizations focused on sustainability. This is hosted by the IUPUI Office of Sustainability and the Student Sustainability Council who engage new and returning IUPUI students in exploring the impact of sustainability efforts across campus while also piquing...
their interest in sustainability studies and careers. Green representatives featured at the recent fair included SustainIndy, IndyGo, the IUPUI School of Public and Environmental Affairs, Developing IUPUI Gardens Sustainably, and the Richard G. Lugar Center for Renewable Energy—just to name a few.

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

Student Life

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

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

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

<table>
<thead>
<tr>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Category</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Active student groups focused on sustainability</td>
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<tr>
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</tr>
<tr>
<td>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</td>
</tr>
<tr>
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<td>Wilderness or outdoors programs that follow Leave No Trace principles</td>
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<td>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</td>
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<tr>
<td>Programs through which students can learn sustainable life skills</td>
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<tr>
<td>Sustainability-focused student employment opportunities offered by the institution</td>
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<tr>
<td>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</td>
</tr>
<tr>
<td>Other co-curricular sustainability programs and initiatives</td>
</tr>
</tbody>
</table>

**The name and a brief description of each student group focused on sustainability:**
The Student Sustainability Council (SSC) of IUPUI serves as the student voice of all sustainability focused students, and shall connect and support the development of sustainability focused student organizations in an effort to develop a collaborative community of students at IUPUI.

Energy Club - this organization will have many purposes within the IUPUI and greater Indianapolis community. One is to expose and educate IUPUI students and the surrounding community to various ideas, research, education and careers available within the energy sector and associated fields. A second purpose would be to provide outreach to the local public schools to encourage youth in energy-related careers. Third, this organization would provide collaborative opportunities for students to work on group research projects related to alternative and renewable energy that may benefit the IUPUI campus, including the development of energy efficiency strategies and facilitating project submissions to national and international energy-related student competitions.

Cycling Club - Works to promote the cycling with in the Indianapolis area while building lifelong relationships

Campus Kitchen at IUPUI - Strengthen Bodies by using existing resources to meet hunger and nutritional needs in our community; Empower Minds by providing leadership and service learning opportunities to students, and educational benefits to adults, seniors, children and families in need; and Build Communities by fostering a new generation of community-minded adults through resourceful and mutually beneficial partnerships among students, social service agencies, businesses and schools.

School of Public and Environmental Affairs (SPEA) Student Council - We are an organization that advocates for the wants/needs of students of SPEA to better our programs. Our goal is to make great impact at IUPUI through our service as well as our drive to provide opportunities for growth. Also, we advocate for social and environmental issues.

Club Project Kids Network - The mission of Club PKN is to bring about sustainable change in children's lives and the communities they live in; both locally and globally. This will be accomplished through fundraising, donating, volunteering, and global outreach trips.

Brain Trust - The main goal of the Brain Trust at IUPUI is to provide an environment for students to bring ideas into action. They hope to bring students from very different backgrounds and disciplines together to focus on projects to improve and contribute to IUPUI.

Environmental Law Society - We are a organization devoted to environmental law issues. We are an I.U McKinney Law School organization for law students interested in careers in the field of environmental law.

LGBTQ Student Alliance - The LGBTQ Student Alliance is IUPUI's undergraduate student organization dedicated to the advancement of the LGBTQ community. We are a community of students hosting open dialogue and a free exchange of ideas in regards to the LGBTQ+ community.

Black Student Union - The purpose of the Black Student Union shall be to bring about a union of university students, faculty, staff and alumni of similar high ideals of academic achievement, leadership, and community uplift in order: To stimulate the attainment of similar high ideals and achievement among members and nonmembers; To assist it’s members in the achievement of their academic and career goals; To encourage and foster programs of special interest to black students, IUPUI, and the black community; To cooperate with appropriate university administrators in the development of such programs; To operate in a progressive, helpful and constructive manner in the university and Indianapolis communities; To prepare its members for greater usefulness in the causes of humanity, freedom, and dignity of the individual

Multicultural Center - The MC serves as an advocate for the many multicultural populations in the IUPUI community and offers a variety of multicultural programming, education and support throughout the academic year.

The website URL where information about student groups is available:

https://theden.iupui.edu/
A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

Growing vegetables and herbs in the middle of an urban campus is one way that IUPUI is trying to offset its environmental impact. The IUPUI Urban Gardens, created in 2010, produce sustainable and local agriculture using “green” gardening techniques like composting and organic pest control.

With two locations, (on the west side of the Science Building and across from the Center for Young Children), the gardens yield enough homegrown goodness to provide fresh organic produce and herbs to Indianapolis food pantries. A partnership also exists with Chartwells to offer the produce in the Campus Center Food Court.

All members of the IUPUI campus community are welcome to garden.

https://www.facebook.com/iupuidigs

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:
https://sustainability.iupui.edu/topics/food.asp

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

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The website URL where information about the student-run enterprise(s) is available:
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A brief description of the sustainable investment or finance initiatives:

---

The website URL where information about the sustainable investment or finance initiatives is available:
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A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

- Earth Month: featured a wide range of activities, including -Dumpster dive tradition, blends art and recycling, with information-laden events that highlight the benefits of environmentally friendly activity;

- Earth Month presentations: presentation by the Hoosier Environmental Council on “What Does the Indiana Legislature Have to Do With My Life?” Discussion of “The Path to a Sustainable Career: Change, Flexibility and Sustainability in Life and Business.”
- Business-SPEA building. A Pass the Mic event on environmental impact led by the Social Justice Education program.

- Forum titled “Earth in the Balance: Indy’s Efforts for a Sustainable Future” led by the SPEA Student Council and the Recycling Coalition.

The website URL where information about the event(s) is available:
http://sustainability.iupui.edu/index.shtml

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

- Earth Month - art pieces from Herron School of Art students were put on display in Campus Center's Cultural Arts Gallery for Earth Month. These art pieces portrayed environmental issues or utilized recycled materials.
- “Community Engagement and Development Through the Arts” and it is led by arts administration faculty

The website URL where information about the cultural arts event(s) is available:
http://www.iupui.edu/~cagcc/exhibitions.html

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

Outdoor Adventure Education
The goal for the Outdoor Adventure Education program would be to provide lifetime leisure, non-competitive activity, like backpacking, camping, hiking, rock climbing, rappelling, and outdoor living/environmental awareness. The outcome of this program is to help establish coping skills necessary to succeed in complete their degree and augment their potential in the job market.

The website URL where information about the wilderness or outdoors program(s) is available:
http://studentaffairs.iupui.edu/health-wellness/campus-rec/fitness-programs/adventure-ed.shtml

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

- Campus Sustainability Week
- Earth Month
- SSC adopts a yearly theme for their organization to focus on
- IUPUI has campus-wide common theme. In 2009-2010, healthy economies, green economy, and sustainability and social justice was the inaugural theme.

The website URL where information about the theme is available:
http://www.iupui.edu/~scouncil/documents/common_theme_flyer.pdf

A brief description of program(s) through which students can learn sustainable life skills:

.
The website URL where information about the sustainable life skills program(s) is available:

---

A brief description of sustainability-focused student employment opportunities:

Tree Campus USA Intern
Campus Kitchen Director
Office of Sustainability Project Coordinator
Office of Sustainability Green Office Intern

The website URL where information about the student employment opportunities is available:

http://employment.uc.iupui.edu/JagJobs

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

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The website URL where information about the graduation pledge program is available:

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A brief description of other co-curricular sustainability programs and initiatives:

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The website URL where information about other co-curricular sustainability programs and initiatives is available:

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## Outreach Materials and Publications

<table>
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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
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- 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

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

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

### Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

<table>
<thead>
<tr>
<th>Outreach Material</th>
<th>Yes or No</th>
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</thead>
<tbody>
<tr>
<td>A central sustainability website that consolidates information about the institution’s sustainability efforts</td>
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</tr>
<tr>
<td>Other sustainability publications or outreach materials not covered above</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**A brief description of the central sustainability website:**

The IUPUI Office of Sustainability has several resources available to promote campus sustainability. In addition to the official site for the office (http://sustainability.iupui.edu), they maintain a social media presence to broaden the scope of awareness.
The website URL for the central sustainability website:
http://sustainability.iupui.edu/

A brief description of the sustainability newsletter:
IUPUI Sustainability puts out a monthly e-newsletter that is distributed to any who sign up to receive it.

The website URL for the sustainability newsletter:
https://sustainability.iupui.edu/resources/news-archive.asp

A brief description of the social media platforms that focus specifically on campus sustainability:
Facebook: @IUPUISustainability
Twitter: @IUPUISustainability
Instagram: @IUPUISustainability

The website URL of the primary social media platform that focuses on sustainability:
https://www.facebook.com/IUPUISustainability

A brief description of the vehicle to publish and disseminate student research on sustainability:
Student research is shared via multiple platforms including:
Webpage
Social media
Newsletter
Larger editorial pieces

The website URL for the vehicle to publish and disseminate student research on sustainability:
https://sustainability.iupui.edu/

A brief description of building signage that highlights green building features:
- LEED buildings on campus have signage to educate general public about green building features
- Water bottle refill stations come with counters, which communicate number of water bottles diverted from waste

The website URL for building signage that highlights green building features:
https://sustainability.iupui.edu/topics/environment-energy.asp

A brief description of food service area signage and/or brochures that include information about sustainable food systems:
IUPUI's Food Services has developed an icon system to notify purchasers if their food is organic or sustainable.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.dineoncampus.com/iupui/show.cfm?cmd=menus2

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

Students can access alternative transportation methods via parking and transportation's website. There is also a downloadable app (DoubleMap) that allows students to track the shuttle locations at all times.

The website URL for the guide for commuters about how to use alternative methods of transportation:
https://www.parking.iupui.edu/pages/trans/solutions.asp

A brief description of the navigation and educational tools for bicyclists and pedestrians:

There is a digital map available that shows the locations of all bike racks, bike repair stations, indoor bike storage, and bike share program

The website URL for navigation and educational tools for bicyclists and pedestrians:
https://www.parking.iupui.edu/docs/Permit_Map_Bikes.pdf

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

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

IU Communications student interns regularly write stories for IUPUI Sustainability that appear in publication.

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:

https://sustainability.iupui.edu/news.asp

A brief description of another sustainability publication or outreach material not covered above (1st material):

Student Sustainability Council – Facebook, Twitter, Instagram, The Den (student activity page)

The website URL for this material (1st material):

https://www.facebook.com/iupuiscc/

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

---

A brief description of this material (2nd material):

---

The website URL for this material (2nd material):

---

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

---

A brief description of this material (3rd material):

---

The website URL for this material (3rd material):

---

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

---
A brief description of this material (4th material):
---

The website URL for this material (4th material):
---

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

A brief description of this material (5th material):
---

The website URL for this material (5th material):
---

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

A brief description of this material (6th material):
---

The website URL for this material (6th material):
---

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

A brief description of this material (7th material):
---

The website URL for this material (7th material):
---

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

A brief description of this material (8th material):
---

The website URL for this material (8th material):
---
Outreach Campaign

Score

4.00 / 4.00

Responsible Party

Carol Mullins
Sustainability Assessment Coordinator
Office of Sustainability

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

30-50-100 Plan
A brief description of the campaign (1st campaign):

Graduate and Professional Student Government initiated the 30-50-100 program. This legislation was one of the first pieces of to have been also subsequently passed by the Undergraduate Student Government. The program asks offices at IUPUI to voluntarily reduce their paper usage/use a higher content of recycled content (30, 50, or 100% post-consumer recycled paper).

A brief description of the measured positive impact(s) of the campaign (1st campaign):

At the conclusion of 2014 the program saved over 400,000 “new” sheets of paper.

The website URL where information about the campaign is available (1st campaign):

http://studentaffairs.iupui.edu/involved/graduate%20professional%20student%20government/initiatives.shtml

The name of the campaign (2nd campaign):

Dumpster Dives

A brief description of the campaign (2nd campaign):

Annual dumpster dives educate students, staff, and faculty on what can and cannot be recycled by sifting through the contents of a trash dumpster and sorting materials based on what is recyclable and what is not. Experts from Ray’s Trash Service, Inc., IUPUI Sustainability, and IUPUI Campus Facility Services host these annual events.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

1,400 pounds of material from IUPUI dumpsters -- all headed for regular trash disposal -- were pulled from the trash for recycling.

The website URL where information about the campaign is available (2nd campaign):

---

A brief description of other outreach campaigns, including measured positive impacts:

---
## Employee Educators Program

### Score

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.00 / 3.00 | **Jessica Davis**  
Director  
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.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in **EN 8: Staff Professional Development**.

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

**Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:**

No

**Total number of employees:**

---

**Name of the employee educators program (1st program):**

---

**Number of employees served by the program (1st program):**

---

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

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

---

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

---

The website URL where information about the program is available (1st program):

---

Name of the employee educators program (2nd program):

---

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

---

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

---

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

---

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

---

The website URL where information about the program is available (2nd program):

---

Name(s) of the employee educator program(s) (all other programs):

---

Number of employees served by all other programs:

---

A brief description of how the employee educators are selected (all other programs):

---
A brief description of the formal training that the employee educators receive (all other programs):
---

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

The website URL where information about the program(s) is available (all other programs):
---

<table>
<thead>
<tr>
<th>Data source(s) and notes about the submission:</th>
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<td>IUPUI does not have a program like this at this time.</td>
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Employee Orientation

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Carol Mullins</td>
</tr>
<tr>
<td></td>
<td>Sustainability Assessment Coordinator</td>
</tr>
<tr>
<td></td>
<td>Office of Sustainability</td>
</tr>
</tbody>
</table>

Criteria

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

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

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

100

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

Sustainability topics addressed in orientation: Wellness program, Bike Program, sustainable options for commuting. Additionally, each employee is required to attend a safety training program where sustainability is discussed as a component of the training.

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

https://ehs.iupui.edu/training/classroom/neo.html
Staff Professional Development

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
</table>
| 2.00 / 2.00 | Carol Mullins  
Sustainability Assessment Coordinator  
Office of Sustainability |

**Criteria**

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

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

**Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?**

Yes

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

Faculty and staff are encouraged to participate in courses, workshops, conferences, Green Bag Luncheons, presentations, and other activities supported by the Office of Sustainability. The Office of Sustainability also regularly makes presentations on Sustainability to the IUPUI Staff Council.

**The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:**

---

**The website URL where information about staff training opportunities in sustainability is available:**

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Community Partnerships</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Inter-Campus Collaboration</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>3.00 / 5.00</td>
</tr>
<tr>
<td>Community Service</td>
<td>1.80 / 5.00</td>
</tr>
<tr>
<td>Community Stakeholder Engagement</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Participation in Public Policy</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Trademark Licensing</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Hospital Network</td>
<td>Not Applicable</td>
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## Community Partnerships

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00 / 3.00</td>
<td>Deborah Ferguson</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
</tr>
<tr>
<td></td>
<td>Office of Sustainability</td>
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</tbody>
</table>

### Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

<table>
<thead>
<tr>
<th>Type of Partnership</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **A. Supportive**   | - **Scope:** Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)  
- **Duration:** May be time-limited (short-term projects and events), multi-year, or ongoing  
- **Commitment:** Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement  
- **Governance:** Campus and community leaders or representatives are engaged in program/project development |
| **B. Collaborative** | - **Scope:** Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)  
- **Duration:** May be time-limited, multi-year, or ongoing  
- **Commitment:** Institution provides faculty/staff, financial, and/or material support  
- **Governance:** Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
| C.Transformative | • **Scope**: Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)  
• **Duration**: Is multi-year or ongoing and proposes or plans for institutionalized and systemic change  
• **Commitment**: Institution provides faculty/staff and financial or material support  
• **Governance**: Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the STARS Technical Manual.

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by EN 12: Community Service.

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

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:**

Yes

**A brief description of the institution’s supportive sustainability partnership(s) with the local community:**

IUPUI strongly values our connections in the community. Working with individuals, businesses, nonprofits, schools, health care providers and neighborhood organizations enables us to connect students, faculty and staff with relevant issues of today, to better prepare our students, and to find workable solutions to local and global problems.

As an anchor urban institution, IUPUI takes a leadership role in improving community, economic, and educational outcomes in central Indiana. The IUPUI Strategic Plan: Our Commitment to Indiana and Beyond, defines how the Office of Community Engagement and other IUPUI units support this civic mission by building relationships with the campus’s neighbors near and far.

The Office of Community Engagement creates a more coordinated, strategic approach to professional development and corporate education; neighborhood, school, and family partnerships; volunteerism and service; and a campus wide culture of engagement. The Office of Family, School and Neighborhood Engagement is focused in diverse neighborhoods within the urban core of Indianapolis. Their team works in collaboration with community and university partners to catalyze and support work to enhance the equity and quality of life for everyone in Indianapolis with keen focus on education, workforce and economic development, health and research.

The following are examples of some of the ongoing Campus-Community Partnerships:
George Washington Community High School
Midwest Center for University-Assisted Community Schools
Near West Collaborative
West Indianapolis Partnerships
Near Eastside Legacy Initiative
Martindale Brightwood Alliance for Educational Success
Talent Alliance

The Carnegie Foundation for the Advancement of Teaching is a national organization responsible for classifying all institutions of higher education since 1970. The Carnegie Classification is the leading framework for recognizing and describing institutional diversity in U.S. higher education. In 2006, the Carnegie Foundation began a Community Engagement Elective Classification. Unlike the Foundation’s other classifications that rely on national data, the Community Engagement designation is an elective classification in which institutions chose to participate by submitting required documentation describing the nature and extent of their engagement with the community, be it local or beyond. IUPUI was initially awarded the Carnegie designation in 2006 and then achieved an affirming reclassification in 2015. The 2015 designation marked a new era for community engagement at IUPUI and is further supported by the new IUPUI Strategic Plan, Our Commitment to Indiana and Beyond. Currently, only 361 campuses have the Community Engagement Classification.

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?**
Yes

**A brief description of the institution's collaborative sustainability partnership(s):**

http://news.iupui.edu/releases/2014/04/near-west-collaborative.shtml

April 23, 2014
FOR IMMEDIATE RELEASE
INDIANAPOLIS -- Indiana University-Purdue University Indianapolis and the Near West Collaborative have agreed to a formal partnership to promote economic development and address quality-of-life plan priorities for Haughville, Hawthorne, Stringtown and We Care.

The memorandum of understanding was recently signed by IUPUI, Hawthorne Community Center and the Near West Collaborative.

Under the partnership, access will be provided to a wide variety of resources at IUPUI that will assist seven priority areas identified as important to the immediate and long-term vitality of the Near Westside neighborhoods: housing, public safety, beautification, economic development, education, health and civic/youth engagement.

IUPUI is home to a number of schools, centers and programs with extensive expertise in nonprofits, community engagement, education, health care, economic development and quality-of-life issues.

The Near Westside envisions itself as a clean, tree-lined, front-porch community with affordable family homes. Residents see the neighborhood as the ideal safe, urban area where people live, work and raise a family in close proximity to downtown.
The partnership builds on a more-than-decade-long relationship between the Center for Service and Learning at IUPUI and the Near Westside community. The relationship has resulted in a number of achievements, including:
- New relationships with the IU School of Medicine and the Near Westside for annual health fairs and a leadership role with the Indy Food Fund to leverage resources for community food projects.
- More than 100 consultations and meetings with community partners and engaged university faculty, staff and students.
- IUPUI faculty helping implement elements of the quality-of-life plan.
- Scholarships that help promote and teach college readiness for elementary through high school students.
- Development of Near West identity and branding including the logo, billboards and more.
- Development of an urban gardening program.

The Center for Service and Learning will serve as the facilitator for accessing programs and resources on the IUPUI campus. The partnership will initially draw upon the resources in the Lilly Family School of Philanthropy, School of Nursing, School of Dentistry, School of Education, School of Social Work, Office of External Affairs, Community Learning Network, and the Center for Service and Learning.

Media Contacts
Richard Schneider
Indianapolis
Office 317-278-4564
rcschnei@iu.edu

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?
Yes

A brief description of the institution's transformative sustainability partnership(s) with the local community:

A Core Objective of the IUPUI Strategic Plan: Deepen our Commitment to Community Engagement

Establish a structure and leadership to coordinate engagement activities more comprehensively and strategically; leverage our significant community and economic engagement activities; support relationships with enterprises related to areas of university research, creative activity, and professional service; and help to build a culture of entrepreneurship at IUPUI.

Commitment to community engagement is a defining attribute of IUPUI, a vital component of our vision, mission, and values, and a tradition dating to the campus’s very beginning. The dedicated efforts of our students, faculty, and staff to improve life in Indianapolis, Central Indiana, and beyond have earned us national recognition and numerous awards. At the same time, our civic and community engagement work is diffuse, involving multiple centers, schools, and faculty initiatives. The following recommendations seek to expand our capacity for effective community engagement by developing an innovative and inclusive engagement agenda aimed at increasing the impact of our engagement; coordinating engagement activities more comprehensively, systematically, and strategically; evaluating, recognizing, and rewarding contributions to community engagement; and seeking external validation and recognition for community engagement activities at IUPUI.

Through the IUPUI Office of Community Engagement (OCE): Health and Human Services are key sectors that greatly influence the overall health and wellbeing of a community. As defined by National Human Services, this work uniquely approaches the objective of...
meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations.

Because of this IUPUI is a proud supporter and partner with the Family Access Network, the Indianapolis Scholar house and Great Places 2020.

- Family Access Network (FAN) is a collaborative services center working to deliver convenient access to a wide variety of family-focused resources in Indianapolis. FAN has partnered as an affiliate of the Family Scholar House in Louisville, KY to develop Indianapolis Scholar House in Near West Indianapolis. Our team in partnership with the Center for Service and Learning hosted a site visit for our partners to visit sites in Louisville, KY in order to learn more about replicating this program model locally. We look forward to project getting underway in 2016.
- Great Places 2020 is an initiative to transform neighborhoods and spur urban revitalization to help improve the Quality of Life in local neighborhoods. We are excited to serve as the convener for the West Michigan and King Street projects.

Through the Local Initiative Support Corporation’s (LISC) Great Places 2020 program, a visionary community development project to transform strategic places in Marion County, OCE was selected as the convener for the area of Michigan and King Streets. OCE hired a staff person to serve in this role and has the support of three graduate and one undergraduate student from the CSL Community Partners Scholars program. Students serve as liaisons to the Near West Community to gather input from residents, businesses, schools, nonprofits and others to understand their vision for their community. The outcome of this process will include tangible projects that align with the Great Places 2020 priorities of Livability, Opportunity, Vitality, and Education. Projects have a completion date of 2020 to align with the state’s bicentennial celebrations. Staff from IUPUI are facilitating the planning and implementation of the neighborhood Quality of Life Plan, collaborating with approximately 42 businesses, government, non-profit organizations, and K-12 schools. In 2015, the Near Eastside Indianapolis was designated as a federal Promise Zone, a high poverty community where the federal government will work with local leaders to increase efforts to achieve neighborhood created goals and priorities. Indianapolis was one of eight communities selected through a competitive grant application process in 2015. IUPUI was a strategic partner in the Near Eastside’s successful application to become designated a federal Promise Zone and continues to be closely involved. The Promise Zone designation provides the area with a competitive advantage when applying for federal funding for project and programs.

IUPUI continues as a strategic partner in the Promise Zone, with goals for improving economic activity, educational opportunities and clinical care through partnerships between the community and the schools of Health and Rehabilitation Sciences, Physical Education and Tourism Management, Engineering and Technology, Social Work, Medicine and Dentistry, and the Public Policy Institute, including:

- Fitness Zone powered by IUPUI at the Chase Near Eastside Legacy Center where the School of Physical Education and Tourism Management (PETM) provides fitness and health programs to residents;
- Indiana University Student Outreach Clinic through which Medicine, Dentistry, Health and Rehabilitation Sciences, Law, and Social Work students provide free and reduced price health, dental, and legal services to the community;
- Near Eastside Career Opportunities Center in which FSNE provides training programs and career assistance.

Source:


A brief description of the institution’s sustainability partnerships with distant (i.e. non-local) communities:

A Core Objective of the IUPUI Strategic Plan: Strengthen Internationalization Efforts

IUPUI will become a global campus and will partner with Indianapolis as it becomes a global city. We will accomplish these aims through effective international partnerships; international opportunities for students, faculty, and staff; and development of our students as global citizens.
Over the past 15 years, IUPUI has invested considerable effort in internationalization initiatives, focusing especially on developing strategic partnerships with higher education institutions abroad, bringing more international students to the IUPUI campus, increasing study abroad opportunities, internationalizing curricula across academic programs, providing co-curricular international opportunities for our students, and attracting international staff, faculty, and visitors.

With leadership from the campus’s Office of International Affairs (OIA), these efforts have borne fruit. Our development of strategic international partnerships and comprehensive campus internationalization have become nationally recognized models for promoting broad and deep collaborative relationships at home and abroad. Since 1999-2000, the number of international students studying at IUPUI has more than tripled, from 606 in Fall 1999 to 1,837—more than six percent of all IUPUI students—in Fall 2013. Study abroad opportunities have multiplied, particularly shorter-term programs that fit the needs of the majority of our students; students studying abroad now number approximately 400 each academic year, up from 151 in 1999-2000. Approximately one-third of these programs have a service learning theme, developed in collaboration with IUPUI’s Center for Service and Learning. On-campus internationalization efforts have gained momentum with the establishment of a bachelor’s degree in Global and International Studies and the development of an international videoconferencing facility for interactive teaching and learning with faculty and students overseas. Beyond campus, the Global Cities Initiative: A Joint Project of Brookings and JPMorgan Chase is supporting development of a plan for ongoing engagement between IUPUI and the Indianapolis metropolitan area on matters of international trade and economic development that will last well beyond the four years of the Global Cities Exchange itself.

This progress has set the stage for a major move forward in the coming years. Our aim is to transform ourselves into a global campus, in partnership with the Indianapolis metropolitan area, by 2020. The strategic initiatives and actions we identify will help us to achieve our goals by providing international opportunities to all IUPUI students, faculty, and staff; developing IUPUI as an international and intercultural hub to make Indianapolis more welcoming and attractive to international students and other visitors; and implementing the Internationalization Plan emerging from our participation in the American Council on Education’s (ACE) Internationalization Laboratory. Together, these proposals reinforce IU’s Principles of Excellence, which serve as the foundation for IUPUI’s strategic international initiative to create distinctive approaches to campus internationalization that serve the needs of our students and city.

The Office of International Affairs (OIA) at IUPUI facilitates international engagement and partnerships; hosts IUPUI’s study abroad programs, supports international teach and learning programs, and partners to support community and campus events that promote cross-cultural awareness and understanding. In 2015, a record number of 125 students participated in study-abroad, and international spring break programming.

Another opportunity we offer students are Alternative Spring Breaks, also called by its acronym ASB, which are service-learning experiences that take students outside of Indiana to work with community organizations. Each trip focuses on 1-2 social issues and serves with a community organization that also works on those social issues. Students are group in teams of 10-12 to serve 6-8 hours a day together and then discuss their experiences in “reflection” sessions. On the “Exploration Day” students will visit different local sites as a group during their day off from service. Trips are planned by Alternative Break Scholars and supervised by a staff or faculty advisor.

The Center for Earth and Environmental Science and the School of Education developed the following international collaborative interactive program:
Discovering the Science of the Environment Internationally

http://cees.iupui.edu/education/kenya-us-discovering-science-environmental-international

Discovering the Science of the Kenyan Environment

http://www.cees.iupui.edu/blog/discovering-science-kenyan-environment
stars.aashe.org
The website URL where information about sustainability partnerships is available:
https://engage.iupui.edu/

Data source(s) and notes about the submission:

Additional information can be found in the 2015 IUPUI Community Engagement Report
Inter-Campus Collaboration

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<td>Sustainability Assessment Coordinator</td>
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Criteria

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

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

"---" 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:

The IUPUI Office of Sustainability has presented via the following outlets:
- AASHE
- CURC Webinar:

http://curc3r.org/webinars/office_settings/

- Desk-side recycling guide (available for download)
- Various presentations at IndySHER (Indianapolis Sustainability in Higher Education Roundtable)
- Various communications/resource sharing with IU Statewide Sustainability group

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

IU Statewide Sustainability Member - a consortium of all IU campus Sustainability leaders to engage in sharing Best Practices, collaborations, elevate topics, themes and focus of Sustainability IU Systemwide as supported by the IU Bicentennial Strategic Plan, "to help facilitate and demonstrate the path to a more sustainable future"

IU Member Campuses:
- IU Bloomington
- IUPUI (Indianapolis)
- IU Kokomo
IndySHER (Indianapolis Sustainability in Higher Education Roundtable) is an Indianapolis-based organization for college and universities pursuing sustainability on their campuses. Members include:
- IUPUI
- Butler University
- Marian University
- University of Indianapolis
- Ivy Tech
- Martin College
- Franklin College

Indiana Green Campus (IGC) Network (http://cms.bsu.edu/academics/centersandinstitutes/cote/sustainability/organizations/igcn)

... is an organization housed at Ball State University for universities and colleges in Indiana to share best practices and communicate with each other on collaborative projects. Members include:
- Ancilla College, Donaldson
- Anderson University, Anderson
- Ball State University, Muncie
- Bethel College, Mishawaka
- Butler University, Indianapolis
- Calumet College of Saint Joseph, Whiting
- DePauw University, Greencastle
- Earlham College, Richmond
- Franklin College, Franklin
- Goshen College, Goshen
- Hanover College, Hanover
- Huntington University, Huntington
- Indiana State University, Terre Haute
- Indiana University, Bloomington
- Indiana Wesleyan University, Marion
- IUPUI, Indianapolis
- Ivy Tech Community College of Indiana, Multiple
- Manchester College, Manchester
- Marian University, Indianapolis
- Purdue University, West Lafayette
- Rose-Hulman Institute of Technology, Terre Haute
- St. Mary of the Woods College
- Taylor University, Upland
- University of Notre Dame, Notre Dame

Association for the Advancement of Sustainability in Higher Education (AASHE)
Higher Education Associations Sustainability Consortium (HEASC) The Higher Education Associations Sustainability Consortium is a network of higher education associations with a commitment to advancing sustainability both within their constituencies and within the system of higher education itself. The purpose of HEASC is to support its members' work in advancing sustainability by:

- Supporting each other’s sustainability programming
- Meeting on a regular basis to share information and exchange ideas
- Engaging in joint projects as appropriate to each organization's mission
- Contracting the services of a coordinating agency to serve as a resource for participating associations

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

IUPUI participates in the Coalition of Urban Serving Universities sustainability group. The Coalition of Urban Serving Universities (USU) is a network of public urban research universities that represents every region of our country. University presidents created the Coalition to leverage the intellectual capital and economic power of urban universities, thereby improving urban life and America's competitiveness in the global economy.

USU's members partner with cities and metropolitan regions to prompt transformative investment in these urban areas to:

- Develop human capital and create a workforce ready to compete in the new economy of the 21st century,
- Revitalize neighborhoods and increase economic development, and
- Reduce health disparities and improve community health.

http://www.usucoalition.org/

IUPUI participates in the Big Ten and Friends Environmental Stewardship Group. The Big Ten and Friends Environmental Group began in 2009 as a result of the Big Ten Financial Officers meeting to identify and plan for long-term issues of environmental stewardship.

http://greenbigten.msu.edu/schools.html

The website URL where information about cross-campus collaboration is available:

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Continuing Education

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Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include 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 at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

---

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

Does the institution offer continuing education courses that address sustainability?:
Yes

Number of continuing education courses offered that address sustainability:
42

Total number of continuing education courses offered:
290

A copy of the list and brief descriptions of the continuing education courses that address sustainability:
EN11_FY_2015_ProfessionalDevelopmentContinuingEdCourses_FullList.rtf

A list and brief descriptions of the continuing education courses that address sustainability:

See attachment for full list.
Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

No

A brief description of the certificate program:

Professional Development and Corporate Education does not offer sustainability certificates.

Year the certificate program was created:

---

The website URL where information about sustainability in continuing education courses is available:

https://www.cln.iupui.edu/apps/catalog/index.asp?site=IUPUI

Data source(s) and notes about the submission:

IUPUI is in the process of creating a sustainable designation for courses offered under our continuing studies program. The data submitted is from courses offered from July 2014-June 2015.
Community Service

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| 1.80 / 5.00 | Carol Mullins  
Sustainability Assessment Coordinator  
Office of Sustainability |

Criteria

**Part 1**

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

**Part 2**

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

Number of students engaged in community service:
8,649

Total number of students:
34,690

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

Total number of student community service hours contributed during a one-year period:
365,206

Does the institution include community service achievements on student transcripts?:
Yes

A brief description of the practice of including community service on transcripts, if applicable:

In an effort to identify and track specific community-based learning experiences, service and experiential learning notations have been approved for addition to the official Indiana University transcript - the RISE program.
The RISE to the IUPUI Challenge initiative engages students more deeply in their learning and contributes to their intellectual and professional development in unique ways. Each undergraduate student is challenged to include at least two of the four RISE experiences—research, international, service learning, and experiential learning—into their degree programs.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?: Yes

A brief description of the institution’s employee community service initiatives:

No current employee incentives for service exist; however, the institution is looking into implementing a new program that does so.

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

http://csl.iupui.edu/about/5a12.asp

Data source(s) and notes about the submission:

Numbers presented are for July 2014-June 2015.
Community Stakeholder Engagement

Score | Responsible Party
---|---
2.00 / 2.00 | Jessica Davis
Director
Office of Sustainability

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution’s activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

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

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in PA 3: Governance.

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution’s activities:

Indiana University-Purdue University Indianapolis has strengthened its commitment to faculty, staff, students and the Indianapolis community through the creation of a comprehensive Office of Community Engagement.

The new office, which builds on IUPUI’s international reputation for engagement, coordinates meaningful connections between internal campus resources—faculty, staff and students—and external partners such as businesses, nonprofits, schools, health care providers and neighborhood organizations.

Through the integration of the Office of External Affairs, the Community Learning Network, the Center for Service and Learning and the Solution Center, the Office of Community Engagement will be charged with identifying engagement focus areas that address high
priority, community-identified needs.

Campus Leadership is led by Chancellor Nasser Paydar and his administration includes the Chancellor’s Cabinet, the IUPUI deans, and the IUPUI Board of Advisors. These groups work with the chancellor to fulfill IUPUI’s mission of advancing Indiana and the intellectual growth of its citizens through research and creative activity, teaching and learning, and civic engagement.

The IUPUI Board of Advisors is composed of government, business, and civic leaders from the Indianapolis area who are appointed by the IU Board of Trustees.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

IUPUI COMMUNITY ENGAGEMENT TASK FORCE

One of IUPUI’s greatest strengths is our commitment to community engagement. Civic engagement is a key element of our mission, and through the dedicated work of students, faculty, and staff, IUPUI has gained national recognition and numerous awards for our commitment and our accomplishments. As we launch the strategic planning initiative, we have a prime opportunity to build on our accomplishments and develop strategies to enhance and expand IUPUI’s engagement with the community.

The work of the IUPUI Task Force on Community Engagement builds on IUPUI’s self-study for the Higher Learning Commission, align with Indiana University’s Principles of Excellence, and inform IUPUI’s new strategic plan. The group takes a broad view of community engagement at IUPUI, reviews our activities, and recommends policies, strategies, priorities, procedures, and structures that can enhance the effectiveness and extent of community engagement at IUPUI. Civic and community engagement is diffuse at IUPUI, involving multiple centers, school, and faculty initiatives. Consistent with its focus, the Task Force could consider engaging members of the community as it completes its work. The Task Force is especially encouraged to consider the following questions:

- How is community engagement organized at IUPUI, and what organizational structures would enable us to enhance and expand community engagement?
- How does our campus identify community issues and respond to pressing needs?
- Are there community needs we are equipped to address that we are missing?
- How are we evaluating our activities and assessing our impact?
- How are we communicating with the community our willingness to engage and the mutual benefits of engagement?
- Are there ways we can be more effective?

Community Engagement Task Force Membership:

John Krauss, Chair
Chad Ahren
Trudy Banta
Teresa Bennett
David Bodenhamer
Jennifer Boehm
Jerry Conover
Christine Fitzpatrick
David Gard
Jay Gladden
Julie Hatcher
Stephen Hundley
Kate Julius
Andy Klein
Liz Kryder-Reid

stars.aashe.org
List of identified community stakeholders:

IUPUI BOARD OF ADVISORS
The IUPUI Board of Advisors is composed of government, business, and civic leaders from the Indianapolis area who are appointed by the IU Board of Trustees:

https://chancellor.iupui.edu/campus-leadership/advisors/

Philip N. Eskew Jr., Chair and IU Trustee
Clinical Professor of Obstetrics and Gynecology, IU School of Medicine

Brian Payne, Vice Chair
President and CEO, Central Indiana Community Foundation and The Indianapolis Foundation

Sergio Aguilera
Retired, Mexican Foreign Service

Alfonso Alani
Chairman and CEO, Anaclim, LLC

Hon. Sarah Evans Barker
Judge, U.S. District Court, Southern District of Indiana

Michael R. Berghoff, Purdue University Trustee
Founder and President, Lenex Steel Corporation

Alpha C. Blackburn
President and CEO, Blackburn Architects, Inc.

Peggy Boehm
CFO, Central Indiana Corporate Partnership

More information:

https://strategicplan.iupui.edu/Strategic-Initiatives/Deepen-our-Commitment-to-Community-Engagement
Hon. James Brainard
Mayor of Carmel, Indiana

Gerry Dick
President and Managing Editor, Grow INdiana Media Ventures, LLC

Daniel F. Evans Jr.
President and CEO, IU Health

Charles J. Garcia, At-Large Member
CEO, Garcia Construction Group, Inc.

Marianne Glick
President and Owner, GlickArt, Inc.

Harry Gonso
Partner, Ice Miller LLP

John Griffin
Executive Director, Central Indiana Building and Construction Trades Council

V. William Hunt
Chairman, Hunt Capital Partners, LLC

David L. Johnson
President and CEO, Central Indiana Corporate Partnership

Lacy M. Johnson
Partner, Ice Miller LLP

Melina Maniatis Kennedy
Director, Executive Communications, Cummins Inc.

Thomas A. King
President and CEO, Indiana State Museum and Historic Sites

Michael F. Klipsch, Purdue University Trustee
President of Business Development and Chief Counsel, Klipsch Group, Inc.

Carey B. Lykins
President and CEO, Citizens Energy Group

J. Timothy McGinley
Principal, House Investments

Robert H. McKinney
Retired, Bose McKinney & Evans LLP

Mark D. Miles
CEO, Hulman & Company
Hon. Justin Moed  
Indiana State Representative, District 97

D. William Moreau Jr.  
Partner, Barnes & Thornburg

John T. Neighbours  
Partner, Faegre Baker Daniels LLP

Sandy E. Sasso  
Rabbi, Congregation Beth-El Zedeck

Joseph A. Slash  
President and CEO, Indianapolis Urban League

Hon. Vanessa Summers  
Indiana State Representative, District 99

Ralph Taylor  
Consultant and Broadcaster, Purdue Sports Properties

Hon. Brent Waltz  
Indiana State Senator, District 36

Charlotte F. Westerhaus-Renfrow  
Senior Lecturer, IU Kelley School of Business

Hon. R. Michael Young  
Indiana State Senator, District 35

IU BOARD OF TRUSTEES  
The board derives its authority and its responsibility from the State Code of Indiana. Link to pertinent sections of the code as it applies to Indiana University:

http://trustees.iu.edu/about/indiana-state-code.shtml

For full list of trustees:

http://trustees.iu.edu/trustees/meet-trustees/index.shtml

A brief description of successful community stakeholder engagement outcomes from the previous three years:

STAKEHOLDER ENGAGEMENT IN DEVELOPING IUPUI'S STRATEGIC PLAN:  
IUPUI's Strategic Plan was developed in conjunction with over 50 campus and community partners from across Indianapolis.

Visualization of process:
Visualization of strategic planning structure:
https://strategicplan.iupui.edu/About/Committees

Process timeline:
Fall 2012
- Executive Vice Chancellor Paydar charged by Chancellor Bantz with leading a new strategic planning process
- Representative Executive, Steering, and Planning Committees formed to guide the process
- Web site developed as venue for communication, interaction, transparency, and ongoing updates (http://strategicplan.iupui.edu/)

- 50+ on- and off-campus stakeholder groups consulted on IUPUI’s future directions
- Environmental scan of IUPUI peer institutions’ strategic plans conducted to analyze sources of distinction/differentiation
- Ten strategic initiatives identified; twelve task forces formed; 250+ individuals across campus involved

Spring 2013
- Task force meetings convened to identify and craft recommendations
- Draft recommendations from task forces received and released to campus
- Three town hall meetings held to garner additional input and guide synthesis and refinement of the draft plan
- Updated draft of strategic plan released for review and feedback.
- Recommendations, related initiatives, emerging performance indicators, and IU Principles of Excellence aligned in tabular format

Summer 2013
- Discussions of strategic plan held with deans, vice chancellors, and other administrators
- Sub-groups worked on: (1) Integration; and (2) Performance Indicators/Annual Reporting Framework
- Deans’ Retreat in August focused on change management and strategic plan next steps
- Revised strategic plan draft developed to incorporate additional stakeholder input and edits for clarity and consistency

Fall 2013
- Task forces re-engage with, review, and validate recommendations
- Further discussions held to gather input from student, faculty, staff, and community stakeholders
- Strategic plan released to IUPUI community at Chancellor’s State of the Campus address (November 5, 2013)

Ongoing
- Plan released to wider public at Chancellor’s Report to the Community (February 2014)
- 2013-2014 IUPUI Performance Report reorganized to align with the ten strategic initiatives
- Ongoing implementation, review, and improvement of Our Commitment to Indiana and Beyond: IUPUI Strategic Plan
- Progress to date can be viewed here:
https://strategicplan.iupui.edu/MeasuringSuccess/Campus-Annual-Reports/2016
For a comprehensive list of IUPUI's community stakeholder engagement projects and outcomes, refer to this document:


The website URL where information about the institution’s community stakeholder engagement framework and activities is available:

https://engage.iupui.edu/
### Participation in Public Policy

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**Criteria**

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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Does the institution advocate for national, state/provincial, 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, legislation, and ordinances for or against which the institution has advocated:

IUPUI engages in public policy advocacy for sustainability issues impacting the campus. Examples:
- IUPUI representation on Indianapolis Mayor's Bike Council
- IUPUI Chancellor's support of Mass Transit in a discussion before the Indiana General Assembly’s House of Representatives Roads and Transportation Committee
- During the 2014 legislative session, the Indiana University system, along with other state supported institutions, advocated for legislation that would increase the statutory limit on the amount of outstanding debt that institutions may have to finance Qualified Energy Savings Projects.

A brief description of other political positions the institution has taken during the previous three years:

IUPUI has taken a position on the latest Religious Freedom Restoration Act (RFRA), which reaffirms commitment to equality. RFRA statement provided below:

Indiana University statement on changes to Religious Freedom Restoration Act
April 2, 2015
FOR IMMEDIATE RELEASE
BLOOMINGTON, Ind. -- Indiana University expresses its appreciation and support for this clarifying language, which ensures that
nothing in the Religious Freedom Restoration Act will provide legal protection for, or in any way promote or permit, discrimination in any form on the basis of a person’s sexual orientation or their race, color, religion, ancestry, age, national origin, disability, sex, gender identity or military service. We are grateful for the hard work and good intentions of those who have earnestly labored in recent days to address this problem.

Indiana University asks all Hoosiers to remember that religious liberty and equal protection under the law are both cornerstones of our democracy and they should not be in conflict with each other. Our system of government works best when people of good will come together to reconcile their differences and find common ground.

We are pleased that this has happened in this situation, and it is our hope and expectation that this clarification will now allow all Hoosiers to put this matter behind us and work together to promote a better image and indeed a better future for the State of Indiana.

In 2014, the Indiana University system, along with Purdue University and veterans groups, supported legislation that would require state educational institutions to adopt policies to award college credit to veterans who complete college courses or certain equivalency exams. This legislation was important to IU because it will increase predictability for veterans about the types of credits that will transfer to the institution, which will lead to their academic success. (http://iga.in.gov/legislative/2014/bills/senate/331/#)

The Indiana University system, along with other state supported institutions of higher education, supported legislation during the 2013 legislative session that would increase access and affordability for higher education for undocumented students and veterans. In 2011, legislation was passed that prohibited state educational institutions from enrolling undocumented students who met residency requirements at the resident tuition rate. The bill passed during the 2013 legislative session allowed undocumented students who were enrolled in a state educational institution prior to passage of the 2011 bill to enroll in a state educational institution at the resident rate. This allows students who were already enrolled in a degree program to complete their degrees. Indiana University is very supportive of these students and would support legislation that would allow all undocumented students who otherwise meet residency requirements to enroll at the resident tuition rate. That piece of legislation also had a provision supported by Indiana University that would allow veterans who enroll in a state educational institution within 12 months of discharge from the armed forces to enroll in the institution at the resident tuition rate, as long as they take certain steps to establish residency in the state, such as registering to vote or obtaining an Indiana driver’s license or state identification card. Both provisions of this bill are important to the university because they expand access to and diversity of the institution. (http://www.in.gov/legislative/bills/2013/PDF/SE/SE0207.1.pdf)

The second provision of the bill was also passed in nearly identical form in another bill:

(http://www.in.gov/legislative/bills/2013/PDF/SE/SE0177.1.pdf)

In 2012 and 2013, the Indiana University system, along with other state supported institutions, helped to pass two pieces of legislation that expanded access to higher education and methods of transferring credits among state educational institutions. Recognizing that increasing numbers of students begin their postsecondary education and one institution before transferring to another institution, the public colleges and universities worked together to ensure that credits would transfer in blocks and ensure certain educational outcomes, which helps students to better predict how their credits will transfer and a leads students to a higher probability of academic success upon transferring to another educational institution. The bill passed in 2012 and established the Statewide Transfer General Education Core, which ensured that a block of 30 credit hours taken at one institution would satisfy certain general education outcomes and transfer as a whole to the institution in which the student transfers. (http://iga.in.gov/legislative/2014/bills/senate/331/#)
The following year, institutions again worked together to establish Single Articulation Pathways, which ensure that students who obtain associate degrees in highly subscribed majors are able to transfer to a four-year institution and enter the institution at a junior status, guaranteeing the ability to graduate in four years. This bill is also based on competencies that must be achieved, ensuring educational outcomes and academic success after transfer to a four-year institution.


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

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The website URL where information about the institution’s advocacy efforts is available:

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Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

"---" 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 an intention to participate in the WRC’s Designated Suppliers Program?:
Yes

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
http://workersrights.org/about/as.asp

Data source(s) and notes about the submission:


In April 2000, the IU system was represented by faculty, staff, and students at the inaugural meeting of the Workers Rights Consortium. In May 2000, former University President, Adam Herbert created the Indiana University Anti-Sweatshop Advisory Committee. Former President Herbert had also agreed in principle to the Designated Suppliers Proposal put forward by United Students Against Sweatshops, which is now on hold, due to complications with the Justice Department. IU continues to be a member of the Worker Rights Consortium.
Criteria

Institution’s affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called “university hospitals”). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

*The institution does not have an affiliated hospital or health system.*
Operations

Air & Climate

Points Claimed 4.34  
Points Available 11.00

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

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Greenhouse Gas Emissions

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<td>Director</td>
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Criteria

**Part 1**

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

**Part 2**

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

**Part 3**

Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as “local offsets”)
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

"---" indicates that no data was submitted for this field
Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:
Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>No</td>
</tr>
<tr>
<td>Commuting</td>
<td>No</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>No</td>
</tr>
<tr>
<td>Capital goods</td>
<td>No</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>No</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>No</td>
</tr>
</tbody>
</table>

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:
No

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

Per AASHE’s recommendation, the UNHSI Campus Carbon Calculator™, Version 1.0 was used for the FY 2015 emissions inventory. The operational boundary is limited to Scope 1 and Scope 2 as Scope 3 is in progress at time of STARS submission. The temporal boundary is FY 2015 (July 1, 2014-June 30, 2015).

A group of 5 SPEA graduate students managed the inventory collection process under the advisement of two faculty members and the Director of Sustainability. Data collection began on February 4th, 2016, and ended on February 29th, 2016. The grad students gathered Scope 1 and Scope 2 emissions data from with IUPUI staff in Campus Facility Services and Animal Husbandry. Each contact was provided an Excel spreadsheet for Scope 1 and Scope 2 that outlined requested data and data requirements. The grad students then compiled the data and input the data into the UNHSI Campus Carbon Calculator for analysis.

Scope 1 emissions originate from mobile emissions and fugitive agricultural emission sources; there are no stationary combustion sites on campus. Scope 2 emissions originate from purchased electricity, steam, and chilled water; this makes up the majority of emissions for IUPUI.

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

---

stars.aashe.org
Yes

**A brief description of the internal and/or external verification process:**

All data collected was validated by a group of 5 graduate students who were managing the data collection process. They were advised by 2 faculty mentors.

### Scope 1 and Scope 2 GHG emissions:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope 1 GHG emissions from stationary combustion</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Scope 1 GHG emissions from other sources</td>
<td>614.44 Metric Tons of CO2 Equivalent</td>
<td>614.44 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Scope 2 GHG emissions from purchased electricity</td>
<td>92,347.21 Metric Tons of CO2 Equivalent</td>
<td>92,347.21 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Scope 2 GHG emissions from other sources</td>
<td>41,306.58 Metric Tons of CO2 Equivalent</td>
<td>41,306.58 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

### Figures needed to determine total carbon offsets:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution-catalyzed carbon offsets generated</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon sequestration due to land that the institution manages specifically for sequestration</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon storage from on-site composting</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Third-party verified carbon offsets purchased</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

**A brief description of the institution-catalyzed carbon offsets program:**

No institution-catalyzed carbon offsets program on campus.
A brief description of the carbon sequestration program and reporting protocol used:

No carbon sequestration program on campus.

A brief description of the composting and carbon storage program:

No carbon storage program on campus.

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

No purchased carbon offsets.

Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>1,686</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>60</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>25,036</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>8,295</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>6,257</td>
</tr>
</tbody>
</table>

Start and end dates of the performance year and baseline year (or three-year periods):

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2014</td>
<td>June 30, 2015</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2014</td>
<td>June 30, 2015</td>
</tr>
</tbody>
</table>

A brief description of when and why the GHG emissions baseline was adopted:
IUPUI last conducted a GHG assessment in 2009; however, there were many assumptions made in that assessment. Going forward, FY2015 data will be the baseline for IUPUI as the process was more robust, validated, and utilizes the tools recommended by AASHE.

Scope 3 is in progress at time of STARS submission.

**Gross floor area of building space, performance year:**
12,709,312 *Square Feet*

**Floor area of energy intensive building space, performance year:**

<table>
<thead>
<tr>
<th>Space</th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>266,032 <em>Square Feet</em></td>
</tr>
<tr>
<td>Healthcare space</td>
<td>890.92 <em>Square Feet</em></td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td>2,942,295 <em>Square Feet</em></td>
</tr>
</tbody>
</table>

**Scope 3 GHG emissions, performance year:**

<table>
<thead>
<tr>
<th>Source</th>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>---</td>
</tr>
<tr>
<td>Commuting</td>
<td>---</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>---</td>
</tr>
<tr>
<td>Capital goods</td>
<td>---</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>---</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>---</td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
<td>---</td>
</tr>
</tbody>
</table>

**A brief description of the sources included in Scope 3 GHG emissions from "other categories":**

Scope 3 is in in progress at time of STARS submission.
A copy of the most recent GHG emissions inventory:
GHGEmissions_FY2015.docx

The website URL where the GHG emissions inventory is posted:
https://iu.box.com/s/zpck7yvnunojyrwcvf7xqjr4v8xkn05g

A brief description of the institution’s GHG emissions reduction initiatives, including efforts made during the previous three years:

---
### Outdoor Air Quality

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Rebecca Spratt</td>
</tr>
<tr>
<td></td>
<td>Director</td>
</tr>
<tr>
<td></td>
<td>Environmental Health and Safety</td>
</tr>
</tbody>
</table>

#### Criteria

**Part 1**

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

**Part 2**

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides ($\text{NO}_x$), sulfur oxides ($\text{SO}_x$), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

---

**Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:**

Yes

**A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:**

**POLICIES**

- Idling Vehicles

Except under emergency situations, the engine of all University vehicles shall be turned off when the vehicle is not actively being driven for a period of 30 seconds or more unless an idling engine is essential for the performance of the work at hand (e.g. the operation of a lift gate). Trucks with refrigerator units may leave the refrigerator unit engine running if necessary. This policy applies to all the vehicles of any contractor performing work on campus. Full policy can be viewed here:

http://policies.iupui.edu/policies/IN-FIAD.SUS.01.asp
- KnoZone Action Days
IUPUI complies with KnoZone Action Days as declared by the City of Indianapolis. The department receives alerts pertaining to Ozone Action Days and employees shall be advised on responsibilities for that day. Lawn-maintenance using gas-powered machines will cease until 7 p.m. the evening of a declared Ozone Action Day, or until the following workday. Refueling of University owned vehicles will also cease, unless refueling can not be avoided, until 7 p.m. the evening of a declared Ozone Action Day, or until the following workday.

- Chemical Containers
All chemical containers be closed when not in use – including chemical waste containers. This is required by the hazardous waste regulations, but also reduces the volume of fugitive chemical fumes and vapor being emitted by campus chemical fume hoods.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:
Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:
The actual inventory of emission units has been developed in cooperation over the years with Campus Facility Services and/or the University Architect’s Office and field-verified.

The actual emission estimates per unit are based on emission factors defined in the EPA reference document AP-42 (https://www.epa.gov/air-emissions-factors-and-quantification/ap-42-compilation-air-emission-factors).

Weight of the following categories of air emissions from stationary sources:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight of Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nitrogen oxides (NOx)</td>
<td>12.93 Tons</td>
</tr>
<tr>
<td>Sulfur oxides (SOx)</td>
<td>0.84 Tons</td>
</tr>
<tr>
<td>Carbon monoxide (CO)</td>
<td>3.60 Tons</td>
</tr>
<tr>
<td>Particulate matter (PM)</td>
<td>2.75 Tons</td>
</tr>
<tr>
<td>Ozone (O3)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Lead (Pb)</td>
<td>0.00 Tons</td>
</tr>
<tr>
<td>Hazardous air pollutants (HAPs)</td>
<td>0 Tons</td>
</tr>
</tbody>
</table>
### Table: Air Emissions

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ozone-depleting compounds (ODCs)</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Other standard categories of air emissions identified in permits and/or regulations</td>
<td>8.13 Tons</td>
</tr>
</tbody>
</table>

A brief description of the institution’s initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

IUPUI Campus Facility Services performs all required preventative maintenance on the air pollution emission sources as recommended by the equipment manufacturer. All new emergency generators are required to meet the current EPA performance/emission criteria for the unit at the time of construction. This would include any new building opened within the past 3 years.

The website URL where information about the institution’s outdoor air quality policies, guidelines or inventory is available:

https://ehs.iupui.edu/environmental/index.html

Data source(s) and notes about the submission:

Other emissions category includes:
- VOCs
Buildings

Points Claimed  2.18
Points Available  8.00

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
<td>0.00 / 4.00</td>
</tr>
<tr>
<td>Building Design and Construction</td>
<td>1.18 / 3.00</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
<td>1.00 / 1.00</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 4.00</td>
<td>Joshua Miller</td>
</tr>
<tr>
<td></td>
<td>General</td>
</tr>
<tr>
<td></td>
<td>Campus Facility Services</td>
</tr>
</tbody>
</table>

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

<table>
<thead>
<tr>
<th>Building Space</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</td>
<td>No</td>
</tr>
<tr>
<td>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)</td>
<td>No</td>
</tr>
</tbody>
</table>

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

---

**Total floor area of eligible building space (operations and maintenance):**

12,709,312 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::**

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

**Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::**

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>

**Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::**
<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

**Floor area of building space that is certified at any level under other green building rating systems for existing buildings:**

0 Square Feet

**Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:**

0 Square Feet

**A copy of the sustainable building operations and maintenance guidelines or policies:**

healthy-high-performance-cleaning[1].pdf

**The date the guidelines or policies were formally adopted:**

Oct. 19, 2011

**A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:**

Each building must formally adopt the Healthy High Performance Cleaning Standards which is managed by Campus Facility Services. The standard affects the choice of cleaning solutions, practices and equipment; goals for personnel training; and custodial personnel commitment to practice environmentally conscious cleaning and sanitation procedures. See

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

Each building's frontline supervision has regular meetings with the building manager that is documented with minutes from each meeting. This includes discussion specific to feedback on cleaning. Occupant surveys are sent out yearly for feedback on occupant concerns and ways to improve service; including cleaning and cleaning practices. Surveys are sent to the building representative. The University has a working relationship with its primary vendor who advises about new products and technologies available for sustainable cleaning. As part of a yearly review of products, there is evaluation and discussion of new technologies and sustainable cleaning procedures. There is also training that is conducted with new custodial employees on how to properly use sustainable cleaning products.
The website URL where information about the institution’s certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

https://sustainability.iupui.edu/docs/healthy-high-performance-cleaning.pdf
### Building Design and Construction

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.18 / 3.00</td>
<td>Joshua Miller</td>
</tr>
<tr>
<td></td>
<td>General</td>
</tr>
<tr>
<td></td>
<td>Campus Facility Services</td>
</tr>
</tbody>
</table>

**Criteria**

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

**Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:**

<table>
<thead>
<tr>
<th>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The DGNB system, Green Star, or another 3-tier GBC rating system</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>BREEAM, CASBEE, or another 5-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>The Living Building Challenge</td>
<td>No</td>
</tr>
<tr>
<td>Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)</td>
<td>No</td>
</tr>
</tbody>
</table>

**A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:**

- **Existing LEED Certified Buildings:**
  - **GOLD**
  1) Eugene and Marilyn Glick Eye Institute (77,419 SF, 2011 completion, 2013 certification, LEED NC v2.2)
  2) Neuroscience Building (140,700 SF, 2014 completion, 2014 certification, LEED v2009)
  - **SILVER**
  1) Science Engineering Laboratory Building (71,244 SF, 2013 completion, 2014 certification, LEED NC v2009)
  2) Rotary Building (33,266 SF, 2014 certification, LEED NC v2009)

- **Under Construction LEED Buildings:**
  1) University Hall (97,970 SF, construction completed, rating in progress, 2016 expected gold)
  2) North Hall (172,800 SF, construction completed, rating in progress, no expected certification date yet)

- **Built to LEED standards but not certified:**
  1) Gateway Garage (426,944 SF, built to LEED silver, not certified)

**Total floor area of eligible building space (design and construction):**

985,699 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
<td>0 <em>Square Feet</em></td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
<td>104,510 <em>Square Feet</em></td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
<td>218,119 <em>Square Feet</em></td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
<td>0 <em>Square Feet</em></td>
</tr>
</tbody>
</table>

**Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council:**
<table>
<thead>
<tr>
<th>Minimum Level</th>
<th>0 Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council:

<table>
<thead>
<tr>
<th>Minimum Level</th>
<th>0 Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Highest Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

Floor area of building space certified Living under the Living Building Challenge:

0 Square Feet

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

0 Square Feet

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

426,944 Square Feet

A copy of the guidelines or policies:

plan[1].pdf

The date the guidelines or policies were adopted:

Dec. 5, 2014
A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

All new building and renovation projects must embrace sustainable design and building practices. Indiana University is committed to achieving LEED® Gold certification for all projects as defined by the United States Green Building Council. “Certify all major new buildings with the LEED Green Building Certification System and elevate the minimum certification level to Gold.”

“The green building movement offers an unprecedented opportunity to respond to the most important challenges of our time, including global climate change, dependence on non-sustainable and expensive sources of energy and threats to human health,” said Rick Fedrizzi, president, CEO and founding chair of the U.S. Green Building Council.

At IUPUI, sustainability leadership promotes a common agenda for a green campus to apply thoughtful and creative planning to achieve a thriving campus community built on the principles of sustainability.

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

The University Director of Sustainability (architect and LEED AP) sits in on all construction meetings where LEED compliance is discussed to assist with successful certification. Many LEED credits have been built into building standards. LEED Gold Certification is required on all major new buildings and renovations (as noted in the IU Strategic Plan, page 42).

The website URL where information about the institution’s certified buildings and/or green building design and construction guidelines or policies is available:

Indoor Air Quality

**Score**

1.00 / 1.00

**Responsible Party**

Carol Mullins  
Sustainability Assessment Coordinator  
Office of Sustainability

---

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or 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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

12,709,312 Square Feet

Gross floor area of building space:

12,709,312 Square Feet

A brief description of the institution’s indoor air quality program(s) (including information about regular auditing or monitoring, mechanisms for occupants to register complaints, and action plans):

Indiana University Purdue University Indianapolis (IUPUI) is committed to providing a work environment that is free of recognized hazards and to investigate complaints that may be related to poor indoor air quality (IAQ). Acceptable indoor air quality is air in which there are no known contaminants at harmful concentrations as determined by the Department of Environmental Health and Safety (EHS).

PROGRAM ELEMENTS OF INDOOR AIR QUALITY PROGRAM
- Response to Concerns
  Indoor air quality concerns should be reported and reviewed according to the following procedures:
  1) Immediate Issues
     Any IAQ concern that poses an immediate threat to personal health or safety should be reported to the IU Police Dispatch for the respective campus.
  2) Physical Discomfort
     Contact Facilities Services or Physical Plant for the respective campus for the following concerns: Temperature or humidity issues; Air movement/drafts from diffusers; Stale air; Particulates or dirt coming from the air handling system diffusers; and Mold odor or visible mold.
3) Health Concerns and Symptoms
Employees who have health-related symptoms that they believe may be related to the work environment such as; headaches, nausea, dizziness, upper respiratory irritation, chest-tightness, dry/sore throat, fatigue, itching/irritated eyes, runny-nose, congestion, or shortness of breath are requested to complete the online Indoor Air Quality Questionnaire form. Upon receipt of the completed questionnaire, IUEHS will contact the employee to schedule an investigation of the work area.

4) Odor Complaints
Contact the FS/PP for the respective campus for odors associated with rotten egg, sewer, fishy, or musty smells. Contact IUEHS for the respective campus when experiencing unusual or abnormal odors or for odors that cannot be identified by FS/PP. IUEHS will investigate odor concerns in accordance with the Odor Investigation Protocol and Work Stoppage Guidelines. If the source associated with the odor is potentially hazardous to persons in the area (e.g. natural gas), contact IU Police Dispatch for the respective campus.

5) Mold
Contact IUEHS for your respective campus when there is a concern of mold or potential mold in the work area with no obvious mold source being apparent. If there is visible mold or mold odors associated with a recent moisture/flood/leakage concern or air conditioning system, contact facilities personnel. IUEHS will investigate and make recommendations for corrective actions for those instances where facilities personnel are unable to address the concern.

- Air Quality Assessment Process
When notified and if warranted, IUEHS will perform an initial indoor air quality assessment using the following steps:
1) Reviewing the Indoor Air Quality Questionnaire, if submitted;
2) Interviewing employees with concerns and other building occupants in the immediate area of concern;
3) Conducting a walk-through inspection of the building or area of concern;
4) Inspecting the building ventilation systems with the HVAC Technician from the respective campus; and
5) Conducting air monitoring for indoor air quality parameters as indicated including: temperature, relative humidity, carbon dioxide, volatile organic compounds (VOC), and particulates.
6) Additional monitoring for bioaerosols and chemical contaminants may be warranted, at the discretion of the investigator, to provide more detailed information regarding the nature of the IAQ concern.

- Medical Evaluations
Employees who have health concerns they believe are related to indoor air quality in their work area should report the concerns to their supervisor and consider contacting the Medical Services provider for the respective campus for a medical evaluation. If the Medical Service provider deems that a medical accommodation for the employee’s position is necessary, the employee’s supervisor should contact the Affirmative Action Office for the respective campus. Affirmative Action will work with the employee’s department in determining what accommodations are reasonable under the current essential job functions for that employee.

- Reports
IUEHS will prepare written findings of investigation results, including conclusions regarding possible causes of the IAQ concerns. Copies of the IAQ investigation findings will be forwarded to the complainant and his or her supervisor, and other associated units.

- Remedial Measures
When necessary, IUEHS will recommend remedial measures. For example, when visual observations find significant mold in water-damaged environments, controlling and eliminating mold growth will be recommended in accordance with the Indiana University Mold Investigation Guidelines (Appendix B). IUEHS will determine if other IAQ risks are actionable by evaluating four variables:
1) Probable source of a suspected contaminant, and its extent or magnitude,
2) Number of occupants with symptoms and the severity of their symptoms,
3) The availability of reasonable and effective measures to mitigate the suspected contaminant, and
4) When the source of an indoor air quality concern and appropriate remedial measures are difficult to discern or unknown, recommendations will rely on the judgment of FS/PP for the respective campus and IUEHS staff and will often involve interventions of some kind to ascertain a causative relationship with the symptoms.

* Implementation of Occupant - Responsible Remedial Measures
Remedial action that needs to be implemented by the supervisor should be completed within a time frame determined by IUEHS. This type of action could include general housekeeping, the purchase of a non-fabric chair or chair mats, or the relocation of printers or paper storage.

* Implementation of Occupant - Responsible Remedial Measures
Remedial action that needs to be implemented by the supervisor should be completed within a time frame determined by IUEHS. This type of action could include general housekeeping, the purchase of a non-fabric chair or chair mats, or the relocation of printers or paper storage.

* Implementation of Other Remedial Measures
If the remedial measures require building maintenance or repair, FS/PP or Student Housing (as appropriate) will work with IUEHS and the building occupant to implement them.

- After Action IUEHS Review
The complainant’s department and/or FS/PP for the respective campus will notify IUEHS for the respective campus when remedial actions have been completed. IUEHS will often inspect the work area after remedial measures have been completed to ensure that recommendations have been implemented and to evaluate their effectiveness. The building occupant and his or her department will be responsible for reporting any further problems to IUEHS after this follow-up.

- Indoor Air Quality Collaboration
The evaluation and remediation of indoor air quality concerns requires the collaboration of many departments on campus. The communication and resolution of IAQ issues will be addressed through ad-hoc committees for the respective campus.

- Construction and Renovation Projects
Construction and renovation projects present a variety of situations which may release contaminants and pollutants that can impact the IAQ of a building. Contaminants and pollutants may be transported to other areas via the heating, ventilation and air conditioning system and affect populations beyond the immediate project area. Advance planning by Project Managers, appropriate contract language, material review and selection, and effective control strategies combined with proactive communication can successfully control pollutant levels, allay concerns, and maintain occupant comfort during and after construction activities. Guidelines for indoor air quality control during non-UAO renovation and construction projects within occupied buildings can be found in Appendix C of this document. All UAO renovation and construction projects shall include and follow specifications identified in Section 15061 - Airborne Contaminants Control found within contract specifications.

The website URL where information about the institution’s indoor air quality program(s) is available:
https://protect.iu.edu/environmental-health/occupational-safety/indoor-air.html
Dining Services

Points Claimed  1.12
Points Available  7.00

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
<td>0.12 / 4.00</td>
</tr>
<tr>
<td>Low Impact Dining</td>
<td>1.00 / 3.00</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.12 / 4.00</td>
<td>Angie Hill</td>
</tr>
<tr>
<td></td>
<td>Operations</td>
</tr>
<tr>
<td></td>
<td>Auxiliary Services</td>
</tr>
</tbody>
</table>

Criteria

Part 1

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

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community-based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in “Notes about this submission”.

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution’s on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

"---” indicates that no data was submitted for this field
Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

3

A copy of an inventory, list or sample of sustainable food and beverage purchases:

---

An inventory, list or sample of sustainable food and beverage purchases:

We purchase as much local produce as possible when in season. Our local vendors are Farmer Brothers (coffee), Prairie Farms (dairy), Piazza (produce), Lawrence Bakery (pastries) & Alpha Bakery (breads). Chartwells makes a strong effort to purchase local and sustainable products, especially fresh produce when it is in season.

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

15

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

---

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

Not available at this time.

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

- Buy Local: Supporting the preservation of the American family farm, reducing the carbon foot print of our supply chain and giving back to the local communities are central to our core values. In collaboration with our partners at the Institute for Agricultural Trade policy, we are seeking to reduce our dependence on factory farming and to partner with qualified local and regional growers to encourage our units to develop relationships with local farms whenever possible. Our goal is to develop partnerships with 2013 American family farms by 2013. Chartwells also has a partnership with the IUPUI Organic Garden, purchasing produce grown on campus in exchange for a $2000 payment annually.

- Sustainable Oceans: Compass Group is committed to protecting the threatened global fish supply. In collaboration with the Monterey Bay Aquarium Seafood Watch program we established a landmark purchasing policy in 2006 that removes unsustainable wild and farmed seafood from our menus. We are working diligently to engage the salmon, shrimp and tilapia aquaculture industry to implement sustainable methods of production using open and frequent dialog paired with specific goals and timelines. Our goal is to remove 500,000
146 lbs of unsustainable farmed seafood over a 3 year period ending 2013.

- Social and ecological certified coffee: Coffee production can have a tremendous impact on the social or environmental well being of the countries where it is produced. Responsible production methods are certified in a variety of ways including Fair Trade, Rainforest Alliance, Shade Grown and Organic. We encourage our units to offer a responsible choice based on client and guest preference and availability from the coffee partner.

- Certified Humane/Cage Free Eggs: Because of our commitment to the humane care of farm animals, we offer only HFAC certified Cage Free shell eggs nationwide.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Our major source for beverages is Coke as they track this information for us.

Sysco/Foodbuy, have their own rules and regulations for sustainable products, and a Key guide when it comes to ordering.

Total annual food and beverage expenditures:

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

<table>
<thead>
<tr>
<th></th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining operations and catering services operated by the institution</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dining operations and catering services operated by a contractor</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Franchises</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Convenience stores</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Vending services</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Concessions</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Has the institution achieved the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair Trade Campus, College or University status</td>
<td>No</td>
</tr>
<tr>
<td>Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)</td>
<td>No</td>
</tr>
<tr>
<td>Marine Stewardship Council (MSC) certification</td>
<td>No</td>
</tr>
<tr>
<td>Signatory of the Real Food Campus Commitment (U.S.)</td>
<td>No</td>
</tr>
</tbody>
</table>

A brief description of other sustainable restaurant and food service standards that the institution’s dining services operations are certified under:

---

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

http://www.dineoncampus.com/iupui/show.cfm?cmd=chartwellsinitiatives

Data source(s) and notes about the submission:

Percentage of food purchasing is currently an estimate as IUPUI does not officially track percentage of purchases from various sources.
Low Impact Dining

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 3.00</td>
<td>Angie Hill</td>
</tr>
<tr>
<td></td>
<td>Operations</td>
</tr>
<tr>
<td></td>
<td>Auxiliary Services</td>
</tr>
</tbody>
</table>

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution’s total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see OP 6: Food and Beverage Purchasing)

  Or

- Verified by the institution to be both ecologically sound and humane (e.g. “Pasture Raised”, “Grass Fed” or “Humanely Raised”) through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

  And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

45

A brief description of the methodology used to track/inventory expenditures on animal products:

Not available at this time
Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:
Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:
Yes

Are the vegan options accessible to all members of the campus community?:
Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):
Meatless Mondays - This program emphasizes vegetarian and vegan cuisine. Available by request all other times.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:
IUPUI Food Services has reduced animal-derived food purchases by combining animal-derived food with vegetarian products. Example: Instead of purchasing twice as much ground beef, we order half as much ground beef and mix with our ground vegetarian patties, we already have on property for catering events. This also helps nutritionally.

Introduced more vegetarian options into dining menu rotation, as well as running a produce market one a month that provides local, organic produce to the IUPUI community at cost.

The website URL where information about the vegan dining program is available:
http://www.iupuifood.com/sustainability

Annual dining services expenditures on food:
---

Annual dining services expenditures on conventionally produced animal products:
---

Annual dining services expenditures on sustainably produced animal products:
---

Data source(s) and notes about the submission:
Percentage of food purchasing is currently an estimate as IUPUI does not officially track percentage of purchases from various sources.
Energy

Points Claimed 2.64

Points Available 10.00

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

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
<td>2.49 / 6.00</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
<td>0.15 / 4.00</td>
</tr>
</tbody>
</table>
Building Energy Consumption

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 2.49 / 6.00 | Tony Wakley  
Financial Manager  
Campus Facility Services |

**Criteria**

**Part 1**

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

**Part 2**

Institution’s annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

---

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

**Total building energy consumption, all sources (transportation fuels excluded):**

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total building energy consumption</td>
<td>1,901,010 MMBtu</td>
</tr>
</tbody>
</table>

**Purchased electricity and steam:**

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>793,799 MMBtu</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>567,870 MMBtu</td>
</tr>
</tbody>
</table>

**Gross floor area of building space:**

| Performance Year | Baseline Year |
Gross floor area | 12,709,312 Gross Square Feet | 11,232,301 Gross Square Feet

Floor area of energy intensive space, performance year:

<table>
<thead>
<tr>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
</tr>
<tr>
<td>Healthcare space</td>
</tr>
<tr>
<td>Other energy intensive space</td>
</tr>
</tbody>
</table>

Degree days, performance year (base 65 °F):

<table>
<thead>
<tr>
<th>Degree days (see help icon above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
</tr>
<tr>
<td>Cooling degree days</td>
</tr>
</tbody>
</table>

Source-site ratios:

<table>
<thead>
<tr>
<th>Source-Site Ratio (see help icon above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
</tr>
<tr>
<td>District steam/hot water</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2014</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2013</td>
</tr>
</tbody>
</table>

A brief description of when and why the building energy consumption baseline was adopted:

The baseline was adopted based on the data and technology availability, which allowed for direct comparison between the baseline and performance year with no alterations to sensors or data availability.
A brief description of any building temperature standards employed by the institution:

We have building automation systems for most of our HVAC systems. These allow for setbacks through our Building Automation Services department to reduce flows and/or change temperature set-points during unoccupied times.

A brief description of any light emitting diode (LED) lighting employed by the institution:

We use LED light bulbs in various hard to reach spaces and in elevator light fixtures. These are all ‘can’ light type fixtures and are used in less than 1% of our building space.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

We use dual technology (infrared and ultra-sonic) occupancy sensors in roughly 50% of the restrooms on campus. These sensors are mounted to the ceiling and sense when a space is occupied. When a space is continually unoccupied for 15 minutes the lights to the space will be automatically turned off, but they also automatically come back on when motion is detected.

A brief description of any passive solar heating employed by the institution:

---

A brief description of any ground-source heat pumps employed by the institution:

---

A brief description of any cogeneration technologies employed by the institution:

---

A brief description of any building recommissioning or retrofit program employed by the institution:

---

A brief description of any energy metering and management systems employed by the institution:

Installation of occupancy sensors in campus building restrooms
Qualified Energy Savings Project (QESP)
Recommissioning of building mechanical systems
Installation and upgrading of campus building utility meters with the ION system
Use of Building Automation Controls
Ongoing replacement of building system components through CFS projects such as pumps, air handlers, constant air volume boxes which are more energy efficient
Installation of variable frequency drives on motor and pumps
A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

All appliances must be EnergyStar as required by IU Purchasing Policy.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

- IUPUI has received Tree Campus USA designation every year since 2012
- IUPUI has a canopy coverage goal for the campus and is actively working to achieve that goal, with a priority on native plant usage

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

We use a vending miser apparatus that uses infrared motion sensing to turn off vending machines that have not been used for 15 minutes. These are only on a handful of machines on campus, and make up less than 1% of the vending machines on campus.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

---

The website URL where information about the institution’s energy conservation and efficiency initiatives is available:

https://www.cfs.iupui.edu/departments/energy-management/CFS-sustainability-initiatives.asp

<table>
<thead>
<tr>
<th>Data source(s) and notes about the submission:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EnergyCap</td>
</tr>
<tr>
<td>Space Inventory Data File</td>
</tr>
<tr>
<td>Web URL</td>
</tr>
</tbody>
</table>
## Clean and Renewable Energy

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.15 / 4.00</td>
<td>Tony Wakley&lt;br&gt;Financial Manager&lt;br&gt;Campus Facility Services</td>
</tr>
</tbody>
</table>

### 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.

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

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
• Wind

Biofuels from the following sources are eligible:

• Agricultural crops
• Agricultural waste
• Animal waste
• Landfill gas
• Untreated wood waste
• Other organic waste

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, as well as improved efficiencies achieved through using cogeneration technologies, are captured by OP 1: Greenhouse Gas Emissions and OP 8: Building Energy Consumption.

Transportation fuels, which are covered by OP 1: Greenhouse Gas Emissions and OP 18: Campus Fleet, are not included in this credit.

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

**Total energy consumption (all sources, transportation fuels excluded), performance year:**
1,901,010 MMBtu

**Clean and renewable energy from the following sources:**

<table>
<thead>
<tr>
<th>Performance Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Option 2: Non-electric renewable energy generated on-site</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Option 3: 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</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</td>
<td>70,986 MMBtu</td>
</tr>
</tbody>
</table>

**A brief description of on-site renewable electricity generating devices:**
Solar - The solar photovoltaic panels atop the Business/School of Public and Environmental Affairs building generate 43 kilowatts of electricity a day.

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

N/A

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

N/A

A brief description of the RECs and/or similar renewable energy products:

IUPUI participates in a green purchasing program through IPL where we pay a premium to have a percentage of our electricity be sourced from certified green power producers. We currently purchase 10% of our Central Electricity in this manner.

The website URL where information about the institution's renewable energy sources is available:
https://www.iplpower.com/Residential/Programs_and_Services/Green_Power_Option/

Data source(s) and notes about the submission:

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Management</td>
<td>0.25 / 2.00</td>
</tr>
</tbody>
</table>

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.
Landscape Management

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.25 / 2.00 | Steve Stringer  
Manager for Grounds Services  
Campus Facility Services |

Criteria

Institution’s grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
</table>
| 1) IPM Plan      | IPM plan calls for:  
• Using least-toxic chemical pesticides,  
• Minimum use of chemicals, and  
• Use of chemicals only in targeted locations and only for targeted species |
| 2) Sustainable Landscape Management Program | The program includes formally adopted guidelines, policies and/or practices that cover all of the following:
  - Integrated pest management (see above)
  - Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species
  - Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals
  - Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials
  - Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams
  - Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings
  - Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal |

| 3) Organic, Certified and/or Protected | Protected areas and land that is:
  - Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials
  - Certified Organic
  - Certified under the Forest Stewardship Council (FSC) Forest Management standard
  - Certified under the Sustainable Sites Initiative™ (SITES™) and/or
  - Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent) |

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

"---" indicates that no data was submitted for this field
### Figures required to calculate the total area of managed grounds:

<table>
<thead>
<tr>
<th>Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>534 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>62.02 Acres</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>17.25 Acres</td>
</tr>
</tbody>
</table>

### Area of managed grounds that is:

<table>
<thead>
<tr>
<th>Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed in accordance with an Integrated Pest Management (IPM) Plan</td>
<td>115 Acres</td>
</tr>
<tr>
<td>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</td>
<td>0 Acres</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>0 Acres</td>
</tr>
</tbody>
</table>

### A copy of the IPM plan:

---

### The IPM plan:

IUPUI pest control programs will follow the guidelines of Integrated Pest Management (http://policies.iupui.edu/policies/IN-FIAD.SUS.03.asp).

Prior to the application of any pesticide, the building space or exterior area is to be inspected. During these walk-around inspections, pest management applicators will note conditions (i.e., food or food waste left uncontainerized), exterior building envelope openings, and anything else that could be contributing to a pest infestation or pest control problem. These conditions will be documented and reported to Campus Facility Services personnel for corrective action.

When it is determined that a pesticide may need to be used in order to manage pests, the least hazardous material will be chosen. Additionally, prior to treatment, the plan will be shared with Campus Facility Services and Environmental Health and Safety personnel for approval to proceed with the application.
The purchase, application, storage, disposal, and documentation of all activities related to pesticide use for interior and exterior structural insect and pest control, and for insect and pest control in the campus landscape, will be managed by Campus Facility Services personnel.

Contracted and/or in-house applicators that apply Restricted Use Pesticides shall be licensed by the Indiana State Chemist Office (ISC). These licenses include, but are not limited to, the following categories as regulated by the ISC:
- Interior Building Applications: 7A-Structural Pesticide
- Exterior Landscape Application: 3A-Ornamental Pesticide; 3B-Turf Pesticide

Campus Facility Services personnel involved in the oversight of pesticide use will actively acquire and maintain their knowledge of Integrated Pest Management (IPM) and the importance of using IPM methods as it pertains to human and environmental health. Additionally, they will diligently seek “green” pest control methods and plant materials that resist insect and disease problems to reduce the need for pesticide use. They will also provide oversight of applicators and monitor that contract requirements are being met.

Application records will be maintained by Campus Facility Services personnel. The application records will be supplied to Environmental Health and Safety upon request. This information includes:
- Pesticide used
- Target of application
- Formulation
- Amount of finished spray applied
- Date of each application
- Name of person applying pesticide

**A brief summary of the institution’s approach to sustainable landscape management:**

- Use of Smart Irrigation
- Landscape waste is composted: eliminates sending yard and landscape wastes to landfill
- Knozone Action Day policy (see OP 2 for full policy)
- Develop sustainable landscape standards with University Architect's office: Reduces turf-type landscape and increase native landscapes that require less irrigation and maintenance

**A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:**

- Preferred plants lists are provided to outside design consultants to guide their plant palette so that their design is in keeping with the overall character of the campus canopy. - Native plants are given preference when all other aspects are equal.

**A brief description of the institution’s landscape materials management and waste minimization policies and practices:**

- Grounds Operation captures an estimated 95% of all yard waste into roll-off dumpsters or open-bed trucks and leaf vac boxes and ships to Ray’s Trash, Inc. Ray’s composts all yard waste collected.
- No grass clippings are bagged.
A brief description of the institution’s organic soils management practices:

- Phosphate-free turf fertilizer: eliminates harmful chemicals from storm water runoff
- Blow sidewalks and other hard surfaces when applying granular fertilizer: reduces waste and reduces chemicals in storm water runoff
- Integrated pest management: uses several natural methods at eliminating pests and weeds in order to reduce the use of chemicals
- Mow at 3.5” and mulch: taller grass helps reduce weeds and mulch is a natural fertilizer
- Switching power equipment from 2 cycle to 4 cycle and recycling of used oil: reduces pollution by using more efficient equipment and reduces carbon footprint
- Use application equipment that lessens drift and reduces water usage: reduces waste and possible indoor air quality concerns
- Converting from bluegrass and rye grasses to turf type fescues: lowers water, pesticide, and fertilizer use

A brief description of the institution’s use of environmentally preferable materials in landscaping and grounds management:

- Switched to safer biodegradable pesticides: reduces harmful chemical applications
- Use of collected rainwater for irrigation: reduces potable water use
- Bio-diesel used as fuel where appropriate: bio-diesel is a renewable fuel and reduces use of fossil fuels

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

- Lawn irrigation water use reductions from implementing smart systems (Smart Irrigation) utilizing weather stations and moisture monitors: conserves water by reducing irrigation and making systems more efficient
- Collect rainwater for irrigation: reduces potable water use
- Native plantings: reduced need for watering

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

- Meter snow melt product during application: reduces waste of product and application to turf
- Pretreat streets, sidewalks, and parking lots with salt brine mix: pretreatment allows for less salt to be used to melt ice and snow
- The IUPUI Campus Facility Services Grounds Operations has experimented with several non-chloride snow and ice melt products in an effort to reduce the volume of chloride based salts used for snow removal operations.
- NaCl salt brine is processed in a campus warehouse, with beet juice added. Brine pre-treatment on campus streets and parking lot drive lanes reduces the amount of NaCl road salt needed for snow removal operations.
- Potassium acetate and calcium acetate is used on the top level of our parking structures to prevent structure corrosion and eliminate the use of Cl- based ice melt products on garages.
- CFS Grounds will be experimenting with a corn-based solution that is chloride-free as a pre-treatment for snow and ice.

A brief description of any certified and/or protected areas:

There are no certified or protected areas on campus.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:
Yes

The website URL where information about the institution’s sustainable landscape management programs and practices is available:

http://policies.iupui.edu/policies/IN-FIAD.SUS.03.asp#procedures
Biodiversity

Score

0.00 / 1.00

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

    And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

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

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Carol Mullins
Sustainability Assessment Coordinator
Office of Sustainability
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>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Purchasing</td>
<td>0.97 / 1.00</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
<td>0.63 / 1.00</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
<td>0.30 / 1.00</td>
</tr>
<tr>
<td>Inclusive and Local Purchasing</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
<td>0.75 / 1.00</td>
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</table>
Electronics Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.97 / 1.00</td>
<td>Nathan Smith</td>
</tr>
<tr>
<td></td>
<td>Purchasing Contract Manager</td>
</tr>
<tr>
<td></td>
<td>Purchasing</td>
</tr>
</tbody>
</table>

Criteria

**Part 1**

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

**Part 2**

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:**

Yes

**A copy of the electronics purchasing policy, directive, or guidelines:**

---

**The electronics purchasing policy, directive, or guidelines:**

The Office of Procurement Services recommends buying sustainable products with these labels and certifications:

BioPreferred
Cradle to cradle certification
Electronic Product Assessment Tool (EPEAT)
Energy Star
Forest Stewardship Council (FSC) Certified Paper
Green Building Standards
Green Seal Environmental Standards
Water Sense

Policy - Procurement of Appliances and Electronics FIN-PUR-19.0


Guideline:

http://www.indiana.edu/~purchase/sustainability/sustainability.php

The directive is listed separately on each vendor contract. The verbiage from the IU Dell Enterprise agreement is listed here:

Environmental Impact Statement:

a. Recognizing our impact as a major purchaser of goods and services, Indiana University gives preference to environmentally friendly vendors of Information Technology products that can conserve energy, reduce costs, improve public and worker health, conserve natural resources, and be properly disposed of, while allowing the university to remain fiscally responsible.

b. Dell strives to meet or exceed industry standards in energy efficiency, with the latest achievements supporting benchmarks such as Energy Star 4.0 and EPEAT Gold. Dell’s unique customization allows customers to select the power-efficient components they want, and Dell continues to aim for even greater energy efficiency options in up-and-coming technology. When purchasing computer monitors, desktop computers, or notebook computers Indiana University will require the disclosure of the following:

i. EPEAT Registration: As a leader in providing environmentally responsible products and services, Dell was one of the first manufacturers to register products with EPEAT. As of the Effective Date of this Agreement, Dell has dozens of products in EPEAT, including EPEAT-Silver products. These include certain models of our OptiPlex desktops, Precision workstations (both desktop and mobile versions), Latitude notebooks and flat panel monitors.

ii. Energy Star Certification: For a complete list of Dell’s ENERGY STAR 4.0 products, visit www.dell.com/energysmart

. IU can find a full list of Dell’s ENERGY STAR products at www.energystar.gov

The vendor shall provide customer support (which may be in the form of manuals) with respect to power management features, such that these features remain properly enabled and repaired if a malfunction occurs.

c. Other Environmental Considerations: Indiana University strongly supports any initiative on behalf on its contractor(s) to implement toxic reduction/phase out; materials efficiency; energy efficiency; extended product life and sustainable end-of-life management; and environmentally sound manufacturing and request that such information be included in bid documentation.

d. Exemption – Nothing contained in this statement regarding environmentally preferable purchasing may be construed as requiring the acquisition of goods or services that do not perform adequately for their intended use, exclude adequate competition, or are not available
at a reasonable price in a reasonable period of time.

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

Per Policy - Procurement of Appliances and Electronics FIN-PUR-19.0

Procedures:
Purchasing departmental staff will identify products and sources for products covered by this policy. This policy does not impede or impinge the requirements for competitive or documentation.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:
Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

<table>
<thead>
<tr>
<th>EPEAT Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
<td>482.70 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>204,243.99 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Gold</td>
<td>5,530,553.67 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment: 5,926,297.62 US/Canadian $

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:
http://www.indiana.edu/~purchase/sustainability/sustainability.php

Data source(s) and notes about the submission:
NOTE: The information submitted is for the Indiana University system, not IUPUI specifically. Purchases of electronics are not separated by campus, so this data presented is for all IU campuses.

- Sustainable Procurement:
  http://www.indiana.edu/~purchase/sustainability/sustainability.php#university

- Electronics purchasing policy:
### Cleaning Products Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.63 / 1.00   | Jim Walsh  Building Operations Manager  
Campus Facility Services |

#### Criteria

**Part 1**

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. 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 UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?**

Yes
A copy of the green cleaning product purchasing policy, directive, or guidelines:
---

**The green cleaning product purchasing policy, directive, or guidelines:**

Healthy High Performance Cleaning (HHPC) takes traditional cleaning beyond appearances with procedures, chemicals, tools and equipment designed to make your building the safest healthiest and cleanest it has ever been. Since cleaning can play a major role in the health, safety and performance of a building's occupants, implementing an HHPC program is now more important than ever.

HHPC is a key part of operating a facility in an environmentally friendly way. It improves employee and occupant health, reduces, worker compensation claims, and improves organizational reputation and brand equity among students, faculty, staff and the surrounding community. It also presents a new opportunity to market and differentiate.

Objectives of HHPC are achieved through the utilization of equipment, supplies, chemicals, hand soap, plastic and paper.

Complete Standard document and description of these standards can be found at:

https://sustainability.iupui.edu/docs/healthy-high-performance-cleaning.pdf

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

- Implementing Green Cleaning Principles on campus through the following:
  A. Utilize Green Seal Certified or environmentally friendly chemicals
  B. Utilize microfiber cleaning cloths and mops that are reused rather than disposed
  C. Utilize energy efficient equipment with recyclable or repairable parts
  D. Utilize HEPA filter vacuum cleaners
  E. Use bin liners that are 100% recyclable and made from 80% recycled material
  F. Utilizing a paper product derived from bamboo and Agricultural Byproducts

Sustainable Procurement:

http://www.indiana.edu/~purchase/sustainability/sustainability.php

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?: Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

366,192 US/Canadian $

Total expenditures on cleaning and janitorial products:

725,364 US/Canadian $

stars.aashe.org
Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

No

A brief description of the institution’s low-impact, ecological cleaning program:

See above.

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

---

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

---

The website URL where information about the institution’s green cleaning initiatives is available:

https://sustainability.iupui.edu/docs/healthy-high-performance-cleaning.pdf
Office Paper Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.30 / 1.00 | Pam Copenhaver  
Purchasing Contract Manager  
Office of Procurement Services |

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. 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 office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

---

The paper purchasing policy, directive or guidelines:

Policy
The University Procurement Services will comply with all state statutes, federal laws, and regulations. Included, but not exclusive, is the following state statute: Recycled Paper Products - Statute #IC 20-12-67 et seq.

This states: There is a price preference of ten percent (10%) for supplies that meet at least one of the following descriptions:
(1) At least fifty percent (50%) of the volume of the original components of the supplies consisted of recycled materials.
(2) The cost of purchasing recycled materials constituted at least fifty percent (50%) of the cost of producing the supplies.
(3) A percentage by weight or volume of recycled materials which the commissioner of the department of environmental management determines by rule is eligible for procurement preference under this chapter.
Further, the Office of Procurement Services recommends buying sustainable products with these labels and certifications:
- BioPreferred
- Cradle to cradle certification
- Electronic Product Assessment Tool (EPEAT)
- Energy Star
- Forest Stewardship Council (FSC) Certified Paper
- Green Building Standards
- Green Seal Environmental Standards
- Water Sense

IU Policy FIN-PUR-10.1, Protection of Old Growth Forests specifies "Indiana University will avoid wood or paper products derived from old growth forests...Indiana University reserves the right to ask for documentation from any supplier if sufficient evidence is presented that the supplier is in violation of this policy. Indiana University also reserves the right to sever all dealings with any supplier in violation of this policy."

Full policy here:


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

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

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

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?: Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content:

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
<td>822 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
<td>21,618.59 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
<td>2,549.12 US/Canadian $</td>
</tr>
<tr>
<td>Percentage (FSC Label)</td>
<td>Cost ($US/Canadian)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>70-89 percent (FSC Mix)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>90-100 percent (FSC Recycled)</td>
<td>11,621.62 US/Canadian $</td>
</tr>
</tbody>
</table>

**Total expenditures on office paper:**

360,648.51 US/Canadian $

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

Inclusive and Local Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 1.00 / 1.00 | Carol Mullins  
Sustainability Assessment Coordinator  
Office of Sustainability |

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by OP 6: Food and Beverage Purchasing and OP 7: Low Impact Dining, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

---

The policy, guidelines or directive governing inclusive and local purchasing:

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

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

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

**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

Yes

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

66

**The website URL where information about the institution’s inclusive and local purchasing policies and/or program is available:**


**Data source(s) and notes about the submission:**

- Percentage of spending with local community based businesses (within 250 miles) is 66%
- Percentage of spend with Minority Businesses is 4%. This includes tier I & tier II reportable spend
- Percentage of spending with Women Owned Businesses is 7.44%. This includes tier I and tier II reportable spend.
- We do not track social enterprises and not able to estimate expenditures for this demographic.

Life Cycle Cost Analysis

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Carol Mullins</td>
</tr>
<tr>
<td></td>
<td>Sustainability Assessment Coordinator</td>
</tr>
<tr>
<td></td>
<td>Office of Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

Yes

A brief description of the LCCA policy(ies) and practice(s):

Awards shall be made employing a combination of the following criteria:
1. Degree to which the item(s) or service quoted will best fill the University's requirements
2. Price includes freight, payment terms, and life-cycle costing
3. Delivery date
4. Service
5. Expertise
6. Everything being equal, purchase will be made from local, state and U.S. vendors, in that order

Life-Cycle Costing: Includes total acquisition price, installation, annual operating and maintenance costs, and residual value.

The website URL where information about the institution’s LCCA policies and practices is available:

http://policies.iu.edu/policies/categories/financial/purchasing/FIN-PUR-5.5-purchase-order-award-criteria.shtml
Guidelines for Business Partners

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.75 / 1.00</td>
<td>Jessica Davis</td>
</tr>
<tr>
<td></td>
<td>Director</td>
</tr>
<tr>
<td></td>
<td>Office of Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution’s sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution’s trademarked logo (“licensees”) are not included. They are covered in EN 15: Trademark Licensing.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or 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

How many of the institution’s business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:
Some

How many of the institution’s business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:
A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Compliance with Laws, Regulations and Published Standards:
University suppliers shall comply with all applicable laws, codes or regulations of the countries, states, and localities in which they operate. This includes, but is not limited to, laws and regulations relating to environmental, occupational health and safety, and labor practices. In addition, University suppliers shall expect their suppliers (including temporary labor agencies) to do the same. University suppliers shall conform their practices to any published standards for their industry.

Environmental Practices:
University suppliers shall comply with all environmental laws and regulations applicable to their operations worldwide. Such compliance shall include, among other things, the following items:
- Obtaining and maintaining environmental permits and timely filing of required reports.
- Proper handling and disposition of hazardous materials.
- Monitoring, controlling and treating discharges generated from operations.

Occupational Health and Safety Practices:
University suppliers shall provide their employees with a safe and healthy working environment in order to prevent accidents and injury to health arising out of, linked with, or occurring in the course of work or as a result of the operation of the supplier. Suppliers shall, among other things, provide:
- Occupational health and safety training.
- A system for injury and illness reporting.
- Medical treatment and/or compensation to injured/ill workers arising as a result of working for supplier.
- Machine safeguarding and other protective measures to prevent injuries/illnesses to workers.
- Clean and safe facilities.

Labor Practices:
The University expects its suppliers to adopt sound labor practices and treat their workers fairly in accordance with local laws and regulations. In addition, suppliers shall comply with the following standards:
- Freely Chosen Employment
* Suppliers shall not use any forced labor, whether in the form of prison labor, indentured labor, bonded labor or otherwise.
- No Child Labor
* Suppliers shall comply with local minimum working age laws and requirements and not employ child labor.
- Minimum Wages
* Suppliers shall provide wages for regular and overtime work and benefits that meet or exceed legal requirements set by local laws.
- Working Hours
* Suppliers shall not require workers to work more than the maximum hours of daily labor set by local laws.
- No Harsh, Inhumane Treatment or Abuse
* Suppliers shall treat each employee with dignity and respect. In no event shall Supplier's workers be subject to threats of violence, physical punishment, confinement or other form of physical, sexual, psychological or verbal harassment or abuse.
- No Discrimination
* Suppliers shall not discriminate in its employment practices on the basis of race, color, religion, sex, age, physical disability, national origin, creed or any other basis prohibited by law.
- Freedom of Association
*Suppliers shall recognize and respect the rights of its workers to organize in labor unions in accordance with local labor laws and established practices.

Ethical Business Practices:
Suppliers shall conduct their businesses in accordance with the highest standards of ethical behavior and in accordance with applicable laws and regulations. Suppliers are expected to conform to these requirements in each of the following areas:
- Fair Trade Practices
*Suppliers shall not engage in collusive bidding, price fixing, price discrimination or other unfair trade practices in violation of antitrust laws.
- Bribery, Kickbacks and Fraud
*No funds or assets of the supplier shall be paid, loaned or otherwise disbursed as bribes, “kickbacks”, or other payments designed to influence or compromise the conduct of the University.
- Foreign Corrupt Practices Act
*While laws and customs vary throughout the world, all suppliers shall comply with foreign legal requirements and United States laws that apply to foreign operations, including the Foreign Corrupt Practices Act. The Foreign Corrupt Practices Act generally makes it unlawful to give anything of value to foreign government officials, foreign political parties, party officials, or candidates for public office for the purposes of obtaining or retaining business.
- University Policies and Procedures
*Suppliers shall comply with the University's published policies and procedures.
- Intellectual Property Rights
*Suppliers shall respect the intellectual property rights of others, including the University, its affiliates and business partners. Suppliers shall take appropriate steps to safeguard and maintain confidential and proprietary information of the University and shall use such information only for the purposes specified for use by the University. Suppliers shall observe and respect all University patents, trademarks and copyrights and comply with all requirements as to their use as established by the University. Suppliers shall not transmit confidential or proprietary information of the University via the internet unless such information is encrypted in accordance with minimum standards established by the University.
- Animal Welfare
*Suppliers shall comply with all local laws regulating the standards of care and limitations on use of animals in research, training, testing.

Export Sanctions/Terrorism Activities:
University suppliers shall abide by all economic sanctions or trade embargoes that the United States has adopted, whether they apply to foreign countries, political organizations or particular foreign individuals and entities.

Suppliers should not directly or indirectly engage in or support any terrorist activity. Neither suppliers nor any of their affiliates, nor any officer or director of the supplier or any of its affiliates, should be included on any lists of terrorists or terrorist organizations compiled by the United States government or any other national or international body.

Solicitations by Suppliers:
All suppliers shall comply with all guidelines issued by the University relating to access to University facilities, offices and departments, and employees. No Supplier shall use the University's computer system, including its electronic mail system and internet site, for the purpose of sending unsolicited electronic mail messages to the University community.

Suppliers shall receive prior written authorization from the University's Purchasing Department to hold trade shows, demonstrate products, utilize University resources (i.e., bulletin boards), or make unsolicited calls on University departments.

Link to sustainable purchasing practices can be found here:

http://www.indiana.edu/~purchase/sustainability/sustainability.php
Indiana University Purchasing - Environmental Standards

Link to purchasing policy regarding protection of old growth forests:


Link to purchasing policy regarding procurement of appliance and electronics:


A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

Suppliers shall conduct audits and inspections to insure their compliance with this Supplier Code of Conduct and applicable legal requirements. If a supplier identifies areas of non-compliance, the supplier agrees to notify the Purchasing Department as to its plans to remedy any such non-compliance.

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

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

The website URL where information about the institution’s guidelines for its business partners is available:

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

Data source(s) and notes about the submission:

Link to sustainable purchasing practices can be found here:
http://www.indiana.edu/~purchase/sustainability/sustainability.php

Link to purchasing policy regarding protection of old growth forests:
Link to purchasing policy regarding procurement of appliance and electronics:
Transportation

Points Claimed    2.94

Points Available  7.00

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

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
<td>0.42 / 1.00</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
<td>0.26 / 2.00</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
<td>0.26 / 2.00</td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
<td>2.00 / 2.00</td>
</tr>
</tbody>
</table>
Campus Fleet

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.42 / 1.00 | Jay Joyce  
Assistant Director - Transportation & Parking Project Development  
Parking and Transportation Services |

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid
B. Diesel-electric hybrid
C. Plug-in hybrid
D. 100 percent electric
E. Fueled with Compressed Natural Gas (CNG)
F. Hydrogen fueled
G. Fueled with B20 or higher biofuel for more than 4 months of the year
And/or
H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet:
220

Number of vehicles in the institution's fleet that are:

<table>
<thead>
<tr>
<th>Number of Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Type</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
</tr>
<tr>
<td>100 percent electric</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
</tr>
</tbody>
</table>

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

IUPUI Parking and Transportation Services is committed to sustainable solutions and encourages our customers to find environmentally friendly transportation alternatives. These alternatives can save you money while reducing our carbon footprint.

IUPUI has been working to replace large cargo vans and passenger mini vans with more economical vehicles with better gas mileage. IUPUI has also replaced many of the passenger vans with small economy cars.

All gasoline/diesel utility carts are in the process of being replaced with 100% electric.

The website URL where information about the institution's support for alternative fuel and power technology is available:

https://www.cfs.iupui.edu/departments/sustainability.asp#pts
Student Commute Modal Split

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.26 / 2.00 | Jay Joyce  
Assistant Director - Transportation & Parking Project Development  
Parking and Transportation Services |

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:
13

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus:

<table>
<thead>
<tr>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
</tr>
</tbody>
</table>

A brief description of the method(s) used to gather data about student commuting:

The planning team conducted a user survey for faculty, staff, graduate and undergraduate students to understand their travel patterns, parking patterns, and use of transit on campus.
The website URL where information about sustainable transportation for students is available:

http://www.parking.iupui.edu/transportation.do

Data source(s) and notes about the submission:

Commuter data can be found on page 86 of the campus Master Plan.

http://masterplan.indiana.edu/iupui/IUPUI_Master_Plan.pdf
Employee Commute Modal Split

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.26 / 2.00 | Jay Joyce  
Assistant Director -Transportation & Parking Project Development  
Parking and Transportation Services |

**Criteria**

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

**Total percentage of the institution’s employees that use more sustainable commuting options:**

13

**The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus:**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>87</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>2.50</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>8</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>1.60</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>---</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of the method(s) used to gather data about employee commuting:

The planning team conducted a user survey for faculty, staff, graduate and undergraduate students to understand their travel patterns, parking patterns, and use of transit on campus.

The website URL where information about sustainable transportation for employees is available:

http://www.parking.iupui.edu/transportation.do

Data source(s) and notes about the submission:

Support for Sustainable Transportation

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 2.00 / 2.00 | Jay Joyce  
Assistant Director -Transportation & Parking Project Development  
Parking and Transportation Services |

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus
Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:
Yes

A brief description of the facilities for bicycle commuters:

Buildings with showers/storage facilities
- HITS: storage and showers
- Walther Hall: storage and showers
- Rotary: storage and showers
- Lockefield Village: storage and showers
- Hine Hall: storage
- University Hall: showers
- NIFS (campus recreation partner): facilities for bicycle commuters on a membership basis which includes a kit locker, shower access and sauna, whirlpool, steam room access in addition to secure bike lockers. More information:

http://www.nifs.org/membership-at-nifs/bike-commuter-membership/

There are also bike racks throughout campus:


Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:
Yes

A brief description of the bicycle parking and storage facilities:

IUPUI has bike racks throughout campus, as well as storage units. A map of racks and storage facilities can be found here:


Additionally, there are three bicycle maintenance stations for bike fixes outside of the following buildings:
- Campus Center
- Hine Hall
Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:
Yes

A brief description of the bicycle/pedestrian policy and/or network:

The City of Indianapolis adopted a complete streets policy in 2012:
"The ordinance defines a complete street as one that is designed and operated to enable safe access for all users: Pedestrians, bicyclists, motorists and public transportation users of all ages and abilities are able to safely move along and across a street. The policy ensures that public and private entities plan for all transportation modes when developing a new land use or right-of-way projects."
See full ordinance here:


The IUPUI Master Plan contains a detailed description of the campus efforts to incorporate bicycle and foot traffic into the campus culture. Some of these feature include overhead skywalks, incorporation of the Indianapolis Cultural Trail, bicycle lanes, and improvements in landscape (including tree coverage) to make pedestrian areas more appealing. Master Plan can be accessed here:

http://masterplan.indiana.edu/iupui/IUPUI_Master_Plan.pdf

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

A brief description of the bicycle sharing program:

IUPUI has partnered with the Indiana Pacers BikeShare program (Indianapolis’ city-wide bike share program) to install two bike hub locations at Gateway Garage and near Campus Center. More details:

https://www.pacersbikeshare.org/

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:
No

A brief description of the certification, including date certified and level:
Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?: Yes

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

IUPUI and IndyGo have partnered to provide current IUPUI students with an S pass that allows students to ride any of IndyGo’s 27 fixed routes including the Red Line. IUPUI students may obtain an S Pass for $30 at the Jagtag office located on the second floor of the Campus Center. The partnership between IUPUI and IndyGo was established to provide students with an extremely affordable mode of transportation to school, home and work. A standard monthly IndyGo pass costs $60.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?: Yes

A brief description of the GRT program:

- IUPUI has partnered with Central Indiana Regional Transportation Authority (CIRTA) and their Commuter Connect program. Emergency Ride Home (ERH) is a service provided by Commuter Connect for all qualified carpoolers, vanpoolers, walkers, bikers, and transit riders working for the university.
- SafeWalk is a service available to all IUPUI students and staff as an alternative to walking alone at night for no cost. This service is available 24 hours a day, 7 days a week. More information: https://www.parking.iupui.edu/pages/emergency/emergency.asp
- Motorist Assistance is a service available to all IUPUI students and staff. Service provided are free and include jump starts, flat tire changes, and gasoline assistance. This service is available 24 hours a day, 7 days a week. More information: https://www.parking.iupui.edu/pages/emergency/emergency.asp

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?: Yes

A brief description of the carpool/vanpool program:

IUPUI is partnered with the Central Indiana Regional Transportation Authority (CIRTA) in their Commuter Connect program. The Commuter Connect program teams with central Indiana county employers to find alternate transportation options for their employees. These options include carpooling, vanpooling, transit, biking, and walking.
Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

The Zipcar program offers the IUPUI community convenient, cost-effective alternative to owning a car or bringing one to campus. The service helps the university manage the increasing demand for parking and associated congestion while offering students a convenient, economical and environmentally friendly alternative to owning a car.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

IUPUI has very few EV charging stations in the Gateway Garage that are accessible to students, employees, and visitors.

There are also two EV charging stations for university vehicles only.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

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

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

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

University polices allow for alternative work arrangements in which Staff employees work full time, but in different configurations of hours. Such arrangements are not only acceptable, but a potentially positive way to meet the childcare, family care, and other personal needs of employees while still permitting departments to operate in an efficient manner. In addition, departments that experience limitations of physical space or equipment may find this type of scheduling to their advantage.
Alternate work schedule- Employees work hours different from the standard scheduled hours of the operating unit such as a condensed work week (e.g., four, ten-hour days) on a fixed, regular basis.

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

A brief description of the incentives or programs to encourage employees to live close to campus:
N/A

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:
Yes

A brief description of other sustainable transportation initiatives and programs:
University policies allow for alternative work arrangements in which Staff employees work full time, but in different configurations of hours. Such arrangements are not only acceptable, but a potentially positive way to meet the childcare, family care, and other personal needs of employees while still permitting departments to operate in an efficient manner. In addition, departments that experience limitations of physical space or equipment may find this type of scheduling to their advantage. Alternate work schedule- Employees work hours different from the standard scheduled hours of the operating unit such as a condensed work week (e.g., four, ten-hour days) on a fixed, regular basis.

The website URL where information about the institution’s sustainable transportation program(s) is available:
http://www.parking.iupui.edu/Transportation/TransportationSustainableSolutions.aspx
## Waste

**Points Claimed** 4.70  
**Points Available** 10.00

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization</td>
<td>3.19 / 5.00</td>
</tr>
<tr>
<td>Waste Diversion</td>
<td>0.51 / 3.00</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
<td>0.00 / 1.00</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
<td>1.00 / 1.00</td>
</tr>
</tbody>
</table>
Waste Minimization

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 3.19 / 5.00 | Jim Walsh  
Building Operations Manager  
Campus Facility Services |

Criteria

**Part 1**

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

**Part 2**

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

**Waste generated::**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>559.01 Tons</td>
<td>423.99 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>0 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials reused, donated or re-sold</td>
<td>1.89 Tons</td>
<td>1.03 Tons</td>
</tr>
<tr>
<td>Materials disposed in a solid waste</td>
<td>2,776.99 Tons</td>
<td>3,943.23 Tons</td>
</tr>
<tr>
<td>landfill or incinerator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figures needed to determine "Weighted Campus Users"::**
<table>
<thead>
<tr>
<th>Metric</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>1,686</td>
<td>1,686</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>25,036</td>
<td>24,316</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>7,472</td>
<td>7,493</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>700</td>
<td>689</td>
</tr>
</tbody>
</table>

**Start and end dates of the performance year and baseline year (or three-year periods):**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Jan. 1, 2014</td>
<td>Dec. 31, 2014</td>
</tr>
</tbody>
</table>

**A brief description of when and why the waste generation baseline was adopted:**

Reportable information available during this time frame with similar metrics available for direct comparison.

**A brief description of any (non-food) waste audits employed by the institution:**

Dumpster Dives are periodically performed as a teaching tool for staff, faculty and students. In the Fall of 2014 nearly 1,400 pounds of material from IUPUI dumpsters -- all headed for regular trash disposal -- were dropped onto tarps and checked out by students, faculty and staff wearing protective gear. Experts from Ray’s Trash Service, Inc., an IUPUI vendor, evaluated what the IUPUI team found. It turned out that 65 percent of what was dumped (over 900 pounds of trash) could have been recycled, including 575 pounds of bottles and cans, a little over 300 pounds of fiber and 35 pounds of various metal items.

**A brief description of any institutional procurement policies designed to prevent waste:**

IUPUI units are encouraged to purchase equipment from Surplus when applicable than purchase new.

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of**
materials:

The IUPUI Surplus department is dedicated to the redistribution, public auctions, and recycling of retired management University property. Some examples of managed property includes office supplies, furniture, electronics (including printers, computers, and other types), medical, and dental equipment.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

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

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

http://registrar.iupui.edu/schedule.html

Students may also search for classes using OneStart.

Staff directories can all be located under individual departmental websites, and are searchable by individual at people.iu.edu

A campus building directory is available online at:

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

Printed campus directories have been eliminated.

A brief description of any limits on paper and ink consumption employed by the institution:

All registered students, student organizations, and faculty receive a standard printing allotment as follows:
Undergraduates: 650 pages per semester (rollover available)
Graduate students: 1,000 pages per semester (rollover available)
Student organizations: 400 pages per semester (with faculty sponsorship)
Faculty: 200 pages per semester (for instructional purposes)

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

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

*Adobe agreement: In 2008, UITS entered into an agreement with Adobe Systems to make available to all students, faculty, and staff, the most popular Adobe software. Adobe Acrobat permits users to mark-up course materials which are downloaded from on-line resources and stored on the user computer or thumb drive. By using Adobe Acrobat, users can avoid printing these material altogether. For more information about the Adobe agreement with IU, please see
*Print Release Stations: In many locations (and more to come) UITS has introduced print release stations as a way to increase student productivity. Print release stations permit the user to avoid printing output:
- sent to the printer by mistake
- reprinted by mistake
- which is longer than expected
- when the printer is malfunctioning
- when the line at the printer is too long to wait

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

IUPUI Housing and Residence Life (HRL) encourages students to reduce move-out waste in a couple of different ways. IUPUI HRL works with Goodwill and Gleaners Food Bank and has drop points for students to bring items (clothes, furniture, can goods, etc.) that can be donated to those organizations. Additionally, in the move-out meetings that each Resident Assistant (RA) has with their building/floor students are educated about the Goodwill and Gleaners programs and also encouraged to recycle items that cannot be donated.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

LEED certification requires building waste be minimized or reused.

A brief description of any food waste audits employed by the institution:

---

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

---

A brief description of programs and/or practices to track and reduce post-consumer food waste:

- Go Trayless - Curtails food waste, promotes healthier eating habits through portion control, and reduces the amount of water and energy used for washing the trays.
- The Campus Kitchen at IUPUI rescues quality, unused food and re-purposes it into meals for those experiencing food insecurity. To date, 8850 lbs of food have been rescued from disposal.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):
IUPUI Food Services offers a reusable To Go program:

http://www.dineoncampus.com/iupui/show.cfm?cmd=_toGoProgram

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

- Zero waste options are available through catering at IUPUI.
- Some facilities serve primarily on reusable service-ware (metal silverware, ceramic dishes)

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

---

A brief description of other dining services waste minimization programs and initiatives:

Many departments on campus sell or give away refillable water bottles and reusable bags to minimize plastic waste.

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

---
### Waste Diversion

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.51 / 3.00 | Jim Walsh  
Building Operations Manager  
Campus Facility Services |

#### Criteria

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

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in [OP 24: Construction and Demolition Waste Diversion](https://stars.aashe.org) and [OP 25: Hazardous Waste Management](https://stars.aashe.org).

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

#### Materials diverted from the solid waste landfill or incinerator:

563 Tons

#### Materials disposed in a solid waste landfill or incinerator:

2,776.99 Tons

#### A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

- Waste audits/dumpster dives that are held at least annually for student and faculty/staff education.
- IUPUI Surplus takes no longer needed university-owned materials and recycles or re-sells them.
- Student Sustainability Council (SSC) adopted the yearly theme of "recycling" and had year-long outreach and education sessions surrounding the topic.
- IUPUI Recycling: [https://sustainability.iupui.edu/topics/recycling.asp](https://sustainability.iupui.edu/topics/recycling.asp)

#### A brief description of any food donation programs employed by the institution:

Campus Kitchen utilizes recovered food that would have otherwise gone to waste from Chartwells-run IUPUI Food Service. This food is used to create nutritious meals for clients in the Indianapolis community. CKIUPUI partners with Wheeler Mission Ministries, an...
organization that provides programs and services for the homeless and those in need. The Campus Kitchen is sponsored by the IUPUI Office of Sustainability.

A brief description of any pre-consumer food waste composting program employed by the institution:

Chartwells has a program called Trim Trax which tracks waste associated with food production. This waste is weighed and recorded on a daily basis. Associates are encouraged to continually reduce the poundage. This program launched fall 2016.

A brief description of any post-consumer food waste composting program employed by the institution:

---

Does the institution include the following materials in its waste diversion efforts?:

<table>
<thead>
<tr>
<th>Material</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, plastics, glass, metals, and other recyclable containers</td>
<td>Yes</td>
</tr>
<tr>
<td>Food donations</td>
<td>Yes</td>
</tr>
<tr>
<td>Food for animals</td>
<td>No</td>
</tr>
<tr>
<td>Food composting</td>
<td>No</td>
</tr>
<tr>
<td>Cooking oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Plant materials composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Animal bedding composting</td>
<td>No</td>
</tr>
<tr>
<td>Batteries</td>
<td>Yes</td>
</tr>
<tr>
<td>Light bulbs</td>
<td>Yes</td>
</tr>
<tr>
<td>Toner/ink-jet cartridges</td>
<td>Yes</td>
</tr>
<tr>
<td>White goods (i.e. appliances)</td>
<td>Yes</td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td>Yes</td>
</tr>
<tr>
<td>Furniture</td>
<td>Yes</td>
</tr>
<tr>
<td>Material</td>
<td>Yes/No</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Residence hall move-in/move-out waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>Yes</td>
</tr>
<tr>
<td>Pallets</td>
<td>No</td>
</tr>
<tr>
<td>Motor oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Tires</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Other materials that the institution includes in its waste diversion efforts:**

---
Construction and Demolition Waste Diversion

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 1.00</td>
<td>Richard Thompson</td>
</tr>
<tr>
<td></td>
<td>Senior Associate</td>
</tr>
<tr>
<td></td>
<td>University Architects</td>
</tr>
</tbody>
</table>

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.

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

**Data source(s) and notes about the submission:**

Demolition specifications related to building construction and demolition state, "To the greatest extent possible and in compliance with state or federal rules and laws, items that can be reused, recycled or resold shall be separated from the waste stream and diverted to be reused, recycled or resold."

When possible, items are removed prior to demolition and sent to the IUPUI Surplus Store for resale and reuse. Other materials are reused in new buildings. As all new construction and major renovation is LEED certified, procedures are in place for the separation and recycling or reuse of non-hazardous materials, however weights for materials recovered and materials landfilled or incinerated are currently not recorded. Therefore, total diversion and landfilled weight data over the course of the year, as asked for by this credit, is not available.
Hazardous Waste Management

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Kevin Mouser</td>
</tr>
<tr>
<td></td>
<td>Environmental Manager</td>
</tr>
<tr>
<td></td>
<td>Environmental Health and Safety</td>
</tr>
</tbody>
</table>

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

- WASTE MINIMIZATION COORDINATOR
  Each department shall assign a representative to serve as waste minimization coordinator(s) for specific areas, sections, laboratories, etc. within the department. Coordinators shall serve as resources for other departmental staff, facilitate implementation of waste minimization techniques within the area and may monitor and evaluate the effectiveness of the waste minimization program.

- WASTE MINIMIZATION TECHNIQUES
  All University employees should objectively evaluate waste minimization opportunities in their work area. The following waste minimization techniques are to be considered when evaluating opportunities for minimizing the volumes of waste produced:

  - PURCHASING CONTROL
    - Order only the volumes of materials necessary to complete the desired activity or project.
    - Purchase smaller lots of materials on a more frequent basis. Purchase only volumes that can be utilized during a defined period of time (e.g. every 3 or 6 months) Utilize suppliers that can offer quick delivery of needed materials.
    - Purchase chemicals in smaller containers for easier management of unused chemicals unless it is known for certain that bulk volumes can be used expeditiously.
- Be aware of any physical property of the material or chemical that may preclude long-term storage of the material. (e.g. peroxide formation).
- Establish a centralized purchasing system within the department or area to monitor chemical purchase in an effort to avoid duplicate orders.

- INVENTORY CONTROL
- Attempt to redistribute unused materials and chemicals to other campus users. Objectively evaluate the potential use of chemicals offered for redistribution by other campus users.
- Attempt to return unused, unopened materials to vendor for credit.
- Ensure all containers containing chemicals, whether virgin or waste, whether in the original or secondary container, are labeled at all times.

- OPERATIONAL CONTROLS
- Periodically review each experimental or research protocol to assure that chemical usage is minimized.
- Reduce chemical usage in experimentation through the use of microscale techniques whenever practical.
- Evaluate less hazardous substitutes whenever feasible.
Examples include but are not limited to:
- Making double-sided photo copies when practical.
- Promoting the use of recycled and recyclable materials such as non-glossy, non-colored paper stock.
- Utilizing water-soluble, biodegradable scintillation fluids in place of solvent-based fluids.
- Utilizing specialty, biodegradable glass cleaning detergents in place of sulfuric acid/chromic acid cleaners.
- Utilizing a heat gun in place of chemical-based paint strippers.
- Utilizing specimens preserved in less toxic preservatives in place of those preserved in formaldehyde-based preservatives where feasible.
- Utilizing aqueous-based degreasers in place of chlorinated solvent or petroleum-based degreasers where feasible.
- Avoiding wet chemistry techniques when practical.
- Reclaim and reuse materials when feasible (e.g., utilizing spent solvent for initial gross cleaning step and utilizing fresh solvent only for the final rinse). (e.g. Having a naphtha-based parts washer serviced by a reputable service company that reclaims the spent degreaser).
- Neutralizing corrosive wastes as a final step of an experiment or procedure.
- Avoid mixing hazardous and non-hazardous wastes.

- RECYCLING
- Participating, to the fullest extent possible, in University-sponsored recycling programs. These programs include:
  - Paper recycling
  - Beverage can recycling
  - Cardboard box recycling
  - Nickel/Cadmium and larger lead/acid battery recycling
  - Fluorescent light tube recycling

- NONCOMPLIANCE/PENALTIES
The Department of Environmental Health and Safety may, at its discretion, refer costs incurred from the disposal of wastes generated by actions contrary to the principles of pollution prevention and waste minimization back to the producing or generating department.

In the event the University is cited and fined by federal, state or local regulatory agencies for actions or activities contrary to waste minimization or pollution prevention regulations, the department(s) involved in the citation may be accountable for payment of the issued fine.

Staff, faculty, students and guests of the University whose willful actions violate pollution prevention and waste minimization regulation may be held criminally and civilly liable for their actions.
Any person affected by any such cost or fine assessment may appeal the assessment provided that a written request for such a review is submitted to the current Chairperson of the IUPUI Environmental Safety Committee within thirty (30) days of issuance of the assessment.

Department of Environmental Health and Safety will provide a written, itemized assessment of the incurred penalties to the responsible department or party(ies) and a copy of the IUPUI Environmental Safety Committee Appeals Procedures.

All appeals will be acted upon and reviewed in accordance with the established IUPUI Environmental Safety Committee appeals review procedures.

In addition, the University may initiate disciplinary actions, up to and including dismissal, against any staff or faculty found to be in violation of this policy.


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

By means of an on-line request system (the Environmental Management Waste Disposal Form

http://ehs.iupui.edu/waste-manifest.asp

), generators of campus chemical wastes can readily request the collection of their waste material. Upon receipt of the on-line request, EHS staff visits the location and collects the waste material from the point of generation.

The material is transported to a central processing area where the waste is further segregated and prepared for the off-site shipment to permitted hazardous waste treatment and disposal facilities for final disposal.

For locations which have processes that produce consistent volumes of chemical wastes, EHS offers routine chemical wastes pick-ups without the submission of the Manifest form. EHS also offers a container exchange program these locations.

The campus maintains a contract with a nationally-recognized hazardous waste contractor to provide for the disposal of collected chemical wastes. Waste which are amenable for recycling are directed towards recycling efforts. All other wastes are incinerated in a permitted hazardous waste incinerator in an effort to reduce the long-term liability of the wastes for the University and to provide for the highest degree of protection to the environment.

The IUPUI hazardous waste operations are inspected on a regular basis by state and federal regulatory representatives. The University waste management practices are consistently found to be compliant with local, state and federal regulations. To date, the campus has never incurred a significant regulatory citation.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None
A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Chemical inventory list

- Departments shall compile and maintain a workplace chemical list of the hazardous chemicals or products in their areas. The chemical inventory list must contain the following information for each hazardous chemical or product normally present in the workplace or temporary workplace:

  - The identity of the chemical as specified on the container label or SDS for that chemical
  - The location (room number or work area) that the chemical is used and/or stored
  - The quantity of the chemical generally kept at the location

At Indiana University, inventories must be maintained using MSDS Online, the online inventory system provided by University Environmental Health and Safety. More information can be found by visiting the IUEHS website for your campus or by contacting your campus IUEHS department.

Departments are responsible for updating the workplace chemical list upon the introduction of a new chemical or product into the workplace annually and at least by Dec. 31.

MSDS Online:


Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

When IUPUI Surplus obtains any asset deemed as a ‘eWaste’ item, it is palletized and prepared for transport to CRS or RecycleForce®. (*RecycleForce may be used as a recycling service provider for eWaste items abandoned after a public auction event at Surplus). Both service providers send letters of recycling when assets are safely recycled.

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

IUPUI Surplus eWaste is handled with care; employees stack items securely on pallets, using cardboard to stabilize each level waste, and industrial plastic wrap to prepare for transport. Employees report to manager all damaged contents, including but not limited to leaks, sharp objects, and potentially combustible materials.
To obtain consistency in electronic waste collection Midwestern states have designed 14 guiding principles to guide e-waste programs.

The 14 guiding principles include:
* Manufacturers are responsible for ensuring the collection, transportation, and recycling of waste electronics.
* Manufacturers register with the state.
* Retailers are required to only sell products from registered manufacturers.
* The obligation of manufacturers is determined by the weight of covered equipment sold in a particular state the previous year, although a broader array of electronic devices apply towards meeting the obligation. The Initiative’s list of covered equipment: televisions, monitors, laptops and desktop computers.
* Manufacturers may choose to operate their own program or pay a per pound fee to the state.
* At the end of each year, the manufacturers submit a report on the amount of material collected for recycling and, if short of their obligation, remit a per-pound fee for the remaining amount.
* Retailers report to manufacturers on their sales in a particular state.
* Manufacturers collecting more than their annual obligation may bank the credit towards the following year’s obligation or sell it to another manufacturer.
* Manufacturers will have an incentive to provide collection and recycling opportunities in both urban and rural areas.
* Collection agents and recyclers must register with the state to participate in the system.
* All e-waste collected must be handled according to environmentally sound management standards.
* A disposal ban is to be implemented within two years of enactment
* The state is authorized to participate in a multi-state entity to facilitate multi-state implementation.
* States may choose to establish a third-party organization to implement provisions of the statute.

**The website URL where information about the institution’s hazardous and electronic-waste recycling programs is available:**

http://ehs.iupui.edu/enviromental.asp

**Data source(s) and notes about the submission:**

Additional URLs

http://www.surplus.iupui.edu/

http://greenit.iu.edu/e-waste/index.shtml
Water

Points Claimed  3.43
Points Available  7.00

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
<td>1.43 / 4.00</td>
</tr>
</tbody>
</table>

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution’s main campus, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:

<table>
<thead>
<tr>
<th>Physical Risk QUANTITY</th>
<th>Points Available For Each Part</th>
<th>Total Available Points For This Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk</td>
<td>0.67</td>
<td>2</td>
</tr>
<tr>
<td>Low to Medium Risk</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Medium to High Risk</td>
<td>1.33</td>
<td>4</td>
</tr>
<tr>
<td>High Risk</td>
<td>1.67</td>
<td>5</td>
</tr>
<tr>
<td>Extremely High Risk</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Wastewater Management  0.00 / 1.00

Close
Water Use

Score

1.43 / 4.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution’s main campus, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:

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<td>5</td>
</tr>
<tr>
<td>Extremely High Risk</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Tony Wakley
Financial Manager
Campus Facility Services

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

"---" indicates that no data was submitted for this field
**Level of water risk for the institution’s main campus:**

Medium to High

**Total water use (potable and non-potable combined):**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>229,869,772 Gallons</td>
<td>258,112,735 Gallons</td>
</tr>
</tbody>
</table>

**Potable water use:**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>229,850,772 Gallons</td>
<td>258,093,735 Gallons</td>
</tr>
</tbody>
</table>

**Figures needed to determine "Weighted Campus Users":**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>1,785</td>
<td>1,785</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>24,240</td>
<td>24,524</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>7,334.70</td>
<td>7,296.30</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>1,887</td>
<td>1,876</td>
</tr>
</tbody>
</table>

**Gross floor area of building space:**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>10,817,881 Square Feet</td>
<td>10,817,881 Square Feet</td>
</tr>
</tbody>
</table>

**Area of vegetated grounds:**

<table>
<thead>
<tr>
<th>Vegetated grounds</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>462 Acres</td>
<td>462 Acres</td>
</tr>
</tbody>
</table>

**Start and end dates of the performance year and baseline year (or three-year periods):**

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2014</td>
<td>June 30, 2015</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2013</td>
<td>June 30, 2014</td>
</tr>
</tbody>
</table>

**A brief description of when and why the water use baseline was adopted:**

Based on readily available data.

**Water recycled/reused on campus, performance year:**

19,000 Gallons

**Recycled/reused water withdrawn from off-campus sources, performance year:**

0 Gallons

**A brief description of any water recovery and reuse systems employed by the institution:**

We have just currently built a system at the Glick Eye Institute and at the adjacent green space between Fessler and Glick that employs a storm water detentions system. This detention system is connected to a drip irrigation system that will provide water to the immediate grounds. Since this is new to our system the system is completing commissioning and data is still being collected on its effectiveness although there was significant positive affect in areas this summer during the drought.

There is another rainwater system currently being built at the SELB project site at IUPUI.

**A brief description of any water metering and management systems employed by the institution:**

IUPUI does not have water meters at the building level but the local water utility does and the information is available to the university.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

Operation and maintenance of storm water infrastructure, including quality units (SQU’s) or (BMP’s)

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and...**
systems with water-efficient alternatives:

---

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Though the campus does use local plants they are not chosen solely by the basis of water reduction as policy.

A rain garden has been installed in at least one campus location.

A brief description of any weather-informed irrigation technologies employed by the institution:

IUPUI Grounds Operations has approximately 35 irrigation controllers for campus turf and landscape irrigation systems.

16 of these controllers are managed by a “smart irrigation”, weather-informed system.

A brief description of other water conservation and efficiency strategies employed by the institution:

Low flow adapters on shower heads, faucets and spigots.

Campus Facility Services uses collected rainwater for irrigation which Reduces potable water use

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

https://www.cfs.iupui.edu/departments/energy-management/CFS-sustainability-initiatives.asp
## Rainwater Management

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 / 2.00</td>
<td>Evan Green</td>
</tr>
<tr>
<td></td>
<td>General Campus Facility Services</td>
</tr>
</tbody>
</table>

### Criteria

**Part 1**

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for 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 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 rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

**Part 2**

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. 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 Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of 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 use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

Yes

**A brief description of the institution’s Low Impact Development (LID) practices:**

IUPUI is a co-permitted on the City of Indianapolis Phase I Stormwater Permit. The University has developed a Stormwater program which is compliant with the requirements specified by the Indiana Department of Environmental Management and the City of Indianapolis. IUPUI reports compliance efforts to the City of Indianapolis and the Indiana Department of Environmental Management annually.
The stormwater program applies to areas of new construction (erosion control and conveyance and treatment design criteria) as well as ongoing campus operations.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :
Yes

A brief description of the institution’s rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Indiana University Environmental Health and Safety (IUEHS) has developed the Stormwater Protection Program to identify the requirements of The National Pollutant Discharge Elimination System (NPDES) Stormwater Program in accordance with the Clean Water Act, Chapter 402(p) regulated by the United States Environmental Protection Agency.

IU Stormwater Protection Program:


IUPUI adheres to IDEM Rule 5 which can be found here:

http://www.in.gov/idem/5912.htm

IUPUI is required to develop a stormwater program consistent with the Schedule as presented by the City of Indianapolis. Key elements of the program include:
- Pollution Prevention, Operations and Maintenance
- Document Maintenance of Structural Controls
- Drain Marking Program
- Street Sweeping Program
- Winter Weather Salt Use
- Roadside Erosion and Litter Control
- Vehicle and Equipment Wash Area Study/Modifications
- Pesticide and Fertilizer Application
- Staff Education and Training Program
- SOP Inspection and Cleaning of University-Owned Parking Lots
- SOP Inspection and Cleaning of University-Owned Vehicle Maintenance Garages
- Flood Control Projects
- Post Construction Stormwater Run-off Control In New Development and Redevelopment

- Illicit Discharges and Improper Disposal
- Inventory Outfalls and MS4 (Municipal Separate Stormwater System)
- Summarize Used Oil and Toxics Program

- Construction Suite Run-of Control
- Compliance with Rule 5 / Chapter 600
Construction Site Inspection Program
Training Program for Construction Site Inspectors

- Public Participation and Education
Encourage Public Reporting of Problems
Educate Students/Staff about NPS Pollution

- Reporting requirements
Provide Information to Indianapolis Department of Public Works for Annual Reports
In addition to those responsibilities identified in Section 2 of the Stormwater Protection Program, the following are agreed upon responsibilities of the IUPUI Campus Facility Services.

- Structural Stormwater Controls (SSC)
Maintain map of stormwater conveyances on campus which includes structural stormwater controls (SSC), stormwater inlets and outfalls. (Utilities)
Develop and maintain a preventative maintenance (PM) schedule for each SSC. Ensure that preventative maintenance is provided according to established PM schedule. (Building Maintenance)

- Street Sweeping
Develop and maintain campus street sweeping plan. (Grounds)
Document street sweeping events and document amount of material removed. (Grounds)

- Winter Weather Salt Use
Develop/maintain salt application rates for campus. (Grounds)
Document amount of salt applied annually. (Grounds)

- Roadside Erosion and Litter Control
Develop/maintain plan for identifying areas of erosion on campus (Grounds, Building Maintenance)
Document repairs completed annually. (Grounds, Building Maintenance)
Document amount of litter collected annually from along campus thoroughfares. (Grounds, Building Maintenance)

- Pesticide and Fertilizer Use
Prepare a campus pesticide application plan. Ensure that applicators are properly trained and certified. (Grounds, Building Maintenance)

- Inspection and Cleaning of University Parking Lots
Inspect and clean campus parking lots according to Parking Lot SOP. (Grounds, Building Maintenance)
Document amount of litter collected annually from campus parking lots. (Grounds, Building Maintenance)

- Flood Control Projects
Evaluate water treatment controls structures within the MS4 areas for efficiency as a SSC. (Utilities)
Develop feasibility plan for updating SSC’s which do not meet current sediment removal efficiency standards as necessary. (Utilities)

A brief description of any rainwater harvesting employed by the institution:

We have just currently built a system at the Glick Eye Institute and at the adjacent green space between Fessler and Glick that employs a storm water detentions system. This detention system is connected to a drip irrigation system that will provide water to the immediate grounds. Since this is new to our system the system is completing commissioning and data is still being collected on its effectiveness although there was significant positive affect in areas this summer during the drought.

There is another rainwater system currently being built at the SELB project site at IUPUI.
Rainwater harvested directly and stored/used by the institution, performance year:
100 Gallons

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:
BPMs

A brief description of any living or vegetated roofs on campus:
None at IUPUI.

A brief description of any porous (i.e. permeable) paving employed by the institution:
IUPUI has pervious concrete located in one parking lot.

A brief description of any downspout disconnection employed by the institution:
---

A brief description of any rain gardens on campus:
The SELB has a rain garden.

A brief description of any stormwater retention and/or detention ponds employed by the institution:
None

A brief description of any bioswales on campus (vegetated, compost or stone):
---

A brief description of any other rainwater management technologies or strategies employed by the institution:
Wellhead protection program:
Stormwater protection program:


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

---

Data source(s) and notes about the submission:

IUPUI has implemented structural stormwater controls to reduce the pollutant load of campus stormwater runoff but currently does not have systems in place to reduce the quantity of runoff.
Wastewater Management

<table>
<thead>
<tr>
<th>Score</th>
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<tbody>
<tr>
<td>0.00 / 1.00</td>
<td>Tony Wakley</td>
</tr>
<tr>
<td></td>
<td>Financial Manager</td>
</tr>
<tr>
<td></td>
<td>Campus Facility Services</td>
</tr>
</tbody>
</table>

Criteria

Institution’s wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in OP 26: Water Use.

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

Total wastewater discharged:
282,064,867 Gallons

Wastewater naturally handled:
0 Gallons

A brief description of the natural wastewater systems used to handle the institution’s wastewater:

NA

The website URL where information about the institution’s wastewater management practices is available:
https://www.citizensenergygroup.com/
Planning & Administration

Coordination, Planning & Governance

**Points Claimed** 7.30  
**Points Available** 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Sustainability Planning</td>
<td>3.50 / 4.00</td>
</tr>
<tr>
<td>Governance</td>
<td>2.80 / 3.00</td>
</tr>
</tbody>
</table>
## Sustainability Coordination

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 1.00 / 1.00 | Carol Mullins  
Sustainability Assessment Coordinator  
Office of Sustainability |

### Criteria

Institution has at least one sustainability committee, office, and/or officer 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 officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

### Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

### A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Office of Sustainability consists of two full-time staff members and 4-6 student interns at any given time. The IUPUI Office of Sustainability is dedicated to creating a culture of campus sustainability, to making IUPUI a place where faculty, students, and staff are engaged in research, teaching, and learning about urban sustainability and its best practices.

In 2014, the Office and its committees established a strategic plan for 2014-2016:

https://sustainability.iupui.edu/about.asp#strategic-plan

More sustainability successes can be found at

sustainability.iupui.edu
Does the institution have at least one sustainability committee?:
Yes

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

As stewards of the IUPUI campus and of all its resources, we recognize the interdependence of humans with the environment. We must apply thoughtful and creative planning to achieve a thriving campus community built on the principles of sustainability. We must foster conservation, protection and enhancement of natural resources through campus policy and personal behavior. We must promote a common agenda for IUPUI as a green campus. We must preserve and enhance the quality of life for our campus community and future generations in ways that enhance teaching and learning, research, civic engagement and administrative practices.

Leadership Commitment and Measures. We will offer the leadership and planning needed to carry out these principles. We will establish goals, objectives, and indicators; select priority projects; conduct an annual self-evaluation of progress through established campus reporting; and produce a campus-wide report.

Recycling and Waste Reduction. We will work to raise the environmental consciousness of the IUPUI community. The subcommittee advocates programs that promote environmentally sound purchasing practices as well as reduction, reuse, and recycling of waste materials. Learn more about recycling initiatives.

Land, Air, and Water Management. We value and conserve natural resources and will seek to preserve and sustainably use air, water, and land. We will protect and conserve nonrenewable natural resources through efficient use, careful planning, collaborative land management programs, and regulatory compliance. We will minimize use of substances that may cause environmental damage to the air, water, land, or its inhabitants and seek alternative substances that are more environmentally friendly. We will safeguard habitats affected by our facilities and operations and promote biological diversity, especially on and near the public lands we manage. We will conserve and increase greenspace through comprehensive planning. Learn more about land, air, and water management initiatives.

Energy Use. We will conserve energy and improve the energy efficiency of our buildings, vehicles, and equipment as well as the goods and services we use. Learn more about energy conservation initiatives.

Purchasing Products and Services. We will pool our knowledge and resources to buy green products and services where possible and work to adopt joint purchasing practices. We will work with our suppliers to adopt sustainable approaches and solutions. We will partner to create a stronger market for environmentally friendly and regionally produced products and services. Learn more about green products and services.

Design and Management of the Built Environment. We will try to design, build, restore, and manage our facilities and grounds using sustainable materials and practices. We will implement the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) rating system or an equivalent rating when possible. Total life cycle costs, energy use, and environmental impact are factors that will influence material selection and practices. Learn more about the built environment initiatives.

Public Health. We will work to raise awareness about how the environment affects individual and community health. We will monitor our policies and practices to see if they might cause environmental and occupational hazards. When potential risks are identified, we will seek solutions. Learn more about public health initiatives.

Education. Through education, we will develop and support environmentally aware and engaged students, faculty, staff, and community members. We will collaborate with the campus community to implement these principles. We will work with academic units to enhance and expand the teaching of sustainability.
Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Steering Committee:
Jessica Davis, Staff, IUPUI Sustainability
Deb Ferguson, Staff, IUPUI Sustainability
Jordan Sewell, Student, Student Sustainability Council President
Dr. Stephen Jay, Faculty Emeritus, Public Health
Patty Hollingsworth, Staff, Healthy IU
Bill Brown, Staff, IU Sustainability
Angie Hill, Staff, IUPUI Auxiliary Services
Josh Skillman, Staff, Housing and Residence Life
John Kamman, Staff, Campus Facility Services
Dr. Peter Schubert, Faculty, Engineering
Rob Halter, Staff, Purchasing
Pat Fox, Faculty, Engineering
Jeff Paine, Faculty, SPEA
Phil Goff, Faculty, Center for Religious Studies
Jennifer Boehm, Staff, Office of Community Engagement
Gabrielle Bovenzi, Staff, Finance and Administration
Kevin Mouser, Staff, Environmental Health and Safety
Cortnee Martin, Staff, SPEA

The website URL where information about the sustainability committee(s) is available:
https://sustainability.iupui.edu/about.asp#committees

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:
Yes

A brief description of each sustainability office:

The IUPUI Office of Sustainability is dedicated to creating a culture of campus sustainability, to making IUPUI a place where faculty, students, and staff are engaged in research, teaching, and learning about urban sustainability and its best practices.

We strive to be a leader among higher education institutions in this arena as well as a national model for urban sustainability in both academic offerings and campus operations.

We are committed to creating a campus and community that is engaged in the practice of urban sustainability. We promote education and action through programs of environmental stewardship, energy conservation, applied environmental science and policy research, environmental literacy and community outreach.

We coordinate most campus sustainability efforts, from recycling programs and the urban garden to energy conservation efforts and degrees, internships, and community partners.

Full-time equivalent (FTE) of people employed in the sustainability office(s):
The website URL where information about the sustainability office(s) is available:
http://sustainability.iupui.edu/about/index.shtml

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Jessica Davis - Director, IUPUI Sustainability & Deb Ferguson, Asst Director - IUPUI Sustainability

A brief description of each sustainability officer position:
Jessica Davis - Catalyzing sustainability initiatives in academic programs and campus operations across IUPUI; securing funding; representing and advocating sustainability at IUPUI and in Indianapolis; managing interns

Deb Ferguson - Providing operational and financial support for running Campus Kitchen at IUPUI; representing and advocating sustainability at IUPUI and in Indianapolis; managing interns; providing programmatic support

The website URL where information about the sustainability officer(s) is available:
https://sustainability.iupui.edu/about.asp#staff

Data source(s) and notes about the submission:
The IUPUI Office of Sustainability has numerous councils and members. We have listed only the steering council. Other councils and members may be found at the IUPUI Sustainability website.
## Sustainability Planning

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 3.50 / 4.00 | **Jessica Davis**  
Director  
Office of Sustainability |

### Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.
Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Current and Formal Plans (Yes or No)</th>
<th>Measurable Objectives (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Research (or other scholarship)</td>
<td>Yes</td>
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</tr>
<tr>
<td>Campus Engagement</td>
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<td>No</td>
</tr>
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<td>Public Engagement</td>
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<td>Buildings</td>
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<td>Dining Services/Food</td>
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<tr>
<td>Grounds</td>
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<td>Yes</td>
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<tr>
<td>Purchasing</td>
<td>No</td>
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<td>Transportation</td>
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<td>Yes</td>
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<tr>
<td>Waste</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Water</td>
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<td>Yes</td>
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<td>Diversity and Affordability</td>
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<td>Health, Wellbeing and Work</td>
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<td>Investment</td>
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<td>No</td>
</tr>
<tr>
<td>Other</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
A brief description of the plan(s) to advance sustainability in Curriculum:

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Promote the integration of sustainability initiatives into academic opportunities
The Office will engage with academic departments, faculty, staff, and students, both in and out of the classroom to integrate principles of sustainability into academic programs. The Office will collaborate with student and faculty researchers in departments and centers throughout IUPUI to enhance sustainability-related research and promote coordinated multidisciplinary efforts.

Link to plan:
https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%202014-2016.pdf

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Strategic Actions:
- Develop a process for and conduct an inventory of sustainability research (STARS)
- Research, evaluate, and determine Return on Investment (ROI) to support implementation of sustainability initiatives; submit final report to the VC Finance and Administration
- Conduct a health impact assessment of a campus sustainability initiative to quantify its health benefits, in partnership with campus partners.

Link to plan:
https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%202014-2016.pdf

Accountable parties, offices or departments for the Curriculum plan(s):
Office of Sustainability, Office of Sustainability Committees

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Promote the integration of sustainability initiatives into academic opportunities
The Office will engage with academic departments, faculty, staff, and students, both in and out of the classroom to integrate principles of sustainability into academic programs. The Office will collaborate with student and faculty researchers in departments and centers throughout IUPUI to enhance sustainability-related research and promote coordinated multidisciplinary efforts.
BICENTENNIAL STRATEGIC PLAN - INDIANA UNIVERSITY
Indiana University Grand Challenges
The Bicentennial Strategic Plan calls for Indiana University to invest significant resources over the next decade to catalyze research. This investment will be particularly focused on Grand Challenges—“major and large-scale problems” facing humanity that can “only be addressed by multidisciplinary teams of the best researchers.”

The measurable objectives, strategies and timeframes included in the Research plan(s):

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Strategic Actions:
• Develop a process for and conduct an inventory of sustainability research (STARS)
• Research, evaluate, and determine Return on Investment (ROI) to support implementation of sustainability initiatives; submit final report to the VC Finance and Administration
• Conduct a health impact assessment of a campus sustainability initiative to quantify its health benefits, in partnership with campus partners

Accountable parties, offices or departments for the Research plan(s):
Office of Sustainability, Grant Awardees, faculty, Committees

A brief description of the plan(s) to advance Campus Engagement around sustainability:

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Promote and Provide Educational and Outreach Programs
The Office of Sustainability will promote education, outreach and action through programs of environmental stewardship, economic viability and social well-being.
• Increase awareness of waste reduction opportunities
• Promote sustainability at IUPUI
• Expand educational opportunities and programs for students, staff and faculty at IUPUI

Link to plan:

https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%202014-2016.pdf

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

OFFICE OF SUSTAINABILITY STRATEGIC PLAN

Strategic Actions:
1) Increase awareness of waste reduction opportunities
   • Survey and research peer institutions’ and corporate recycling efforts and strategies to identify waste reduction best practices
   • Develop and conduct routine events, projects and competitions, such as RecycleMania, to raise awareness and increase participation in the campus recycling program
   • Develop and implement a recycling education program with input from stakeholders
   • Promote environmentally-sensitive purchasing practices; develop and propose campus 'best practices' or policy for purchasing environmentally-sensitive products (STARS)

2) Promote sustainability at IUPUI
   • Increase promotion and utilization of the Greening IUPUI Grant, an internal funding mechanism available for use by students, faculty, and staff to implement pilot projects that advance campus sustainability practices
   • Expand the number of Green Teams to engage faculty and staff in developing strategies for sustainability that are a good fit for their schools or departments
     o Develop and implement a plan for expanding number of Green Teams
     o Provide an online forum for idea sharing and host biannual workshops
   • Implement a Green Labs and Offices program that will provide recognition to laboratories and offices that implement efforts to minimize water and electricity consumption and reduce waste
   • Develop a campus sustainability award process
   • Develop an on-line campus sustainability map and tour of IUPUI (STARS)

3) Expand educational opportunities and programs for students, staff and faculty at IUPUI
Create and provide sustainability learning activities for new, transfer, and graduate student orientations (STARS)
   • Develop and implement educational and incentive programs in collaboration with Residence Life to encourage sustainable living practices among campus housing residents; Create a green living guide (STARS)
   • Provide administrative, campus and community contacts to support the efforts and success of the IUPUI Student Sustainability Council (SSC)
   • Develop at least one sustainability related outreach campaign directed at staff/students
(competition/challenge) (STARS)
• Develop and formalize a student and employee sustainability educators program (STARS)
• Develop and host an annual statewide sustainability symposium for sustainability professionals and students
• Enhance current and develop new sustainability-related and service-learning courses and programs in collaboration with academic departments and other stakeholders (STARS)
• Develop and coordinate a sustainability based speaker series (STARS)
• Expand IUPUI Campus Kitchen efforts in collaboration with campus and community partners, to include:
  o Expand securing resources to include food rescue, grants, and volunteer support
  o Expand community relations and opportunities to support
  o Seek to integrate with additional campus resources and units; establish as a transformative partnership (STARS)
• Develop and propose a sustainability component in the IUPUI New Employee Orientation

Accountable parties, offices or departments for the Campus Engagement plan(s):
IUPUI Sustainability, Campus Engagement Committee, Steering Committee, Faculty/Staff, Staff Council

A brief description of the plan(s) to advance Public Engagement around sustainability:

BICENTENNIAL STRATEGIC PLAN - INDIANA UNIVERSITY
Continuing priority: "support innovative campus 'living laboratory' initiatives that provide opportunities to integrate campus operations, faculty and student research, education, student life, and community engagement to applied, solutions-oriented sustainability research."

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):
N/A

Accountable parties, offices or departments for the Public Engagement plan(s):
N/A

Link to plan:
https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%202014-2016.pdf

Link to plan:

N/A
A brief description of the plan(s) to advance sustainability in Air and Climate:

BICENTENNIAL STRATEGIC PLAN - INDIANA UNIVERSITY
Bicentennial Priority 8. Building for Excellence

IU has also become a leader in high-quality environmentally conscious design, and leads the Big Ten in LEED-certified green buildings with twelve certified to date, including four at the gold level (platinum is the highest certification). This strategy pays dividends for the life of each building in terms of occupant health and productivity, resource efficiency, life cycle cost savings and retention of human capital.

Bicentennial Action Item #3
IU will implement plans to solidify IU’s Focus on efficient and environmentally conscious campus design and operation by:

a. Completing and implementing pedestrian, transportation, and bicycle sub-master plans on each campus.
b. Certifying all major new buildings with the LEED Green Building Certification System and elevate the minimum certification level to Gold.
c. Continuing to explore and research a variety of energy and utility supply and delivery options that reflect changes in economies, demand, and climate variables.
d. Achieving the goals for energy efficiency and emissions reductions
e. Increasing energy and utility system efficiency while reducing demand and consumption.

Link to plan:


The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

IUPUI MASTER PLAN
IUPUI master plan recommends changes that would result in the following: The level and density of tree cover, the campus will reap numerous environmental benefits. Air pollution removal will increase from 19,720 pounds per year to 41,414 pounds per year. Carbon storage and sequestration will more than double, increasing from 9,333 total tons stored annually to 19,600 tons stored, and from 73 total tons sequestered annually to 153 total tons sequestered. Stormwater runoff will be reduced, decreasing the amount of silt and pollutants that enter into the Jordan River and Cascade Creek. In fact, doubling the tree canopy on campus will save $2.3 million that would be spent building alternatively necessary stormwater detention facilities.

Link to plan:

http://masterplan.indiana.edu/iupui/IUPUI_Master_Plan.pdf

Accountable parties, offices or departments for the Air and Climate plan(s):

Vice President for Capital Planning and Facilities, Campus Facility Services, Office of Sustainability, Finance and Administration
A brief description of the plan(s) to advance sustainability in Buildings:

BICENTENNIAL STRATEGIC PLAN - INDIANA UNIVERSITY
Bicentennial Priority 8. Building for Excellence

IU has also become a leader in high-quality environmentally conscious design, and leads the Big Ten in LEED-certified green buildings with twelve certified to date, including four at the gold level (platinum is the highest certification). This strategy pays dividends for the life of each building in terms of occupant health and productivity, resource efficiency, life cycle cost savings and retention of human capital.

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c. Continuing to explore and research a variety of energy and utility supply and delivery options that reflect changes in economies, demand, and climate variables.

d. Achieving the goals for energy efficiency and emissions reductions called for in the Campus Master Plan and the Integrated Energy Master Plan for the IU Bloomington campus; expand that analysis to all campuses.

e. Increasing energy and utility system efficiency while reducing demand and consumption.

Link to plan:


(The page 42)

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Building to LEED Gold for all new construction and major renovation.

Link to plan:


(The page 42)

Accountable parties, offices or departments for the Buildings plan(s):

Vice President for Capital Planning and Facilities; Indiana University Architects Office and the

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Chartwells (IUPUI's food service provider) has developed internal sustainability programming, as well as sustainability programming in partnership with IUPUI (including IUPUI Sustainability). No written plan exists yet.
The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

- removed unsustainable wild and farmed seafood from menus in 2006
- offers only Humane Farm Animal care cage free eggs (started in 2007)
- all milk and yogurt offered is free of artificial growth hormones
- offers only Rainforest Alliance Certified coffee on campus
- purchase poultry that has been raised without routine use of human antibiotics, in line with criteria developed by Environmental Defense Fund

Accountable parties, offices or departments for the Dining Services/Food plan(s):

IUPUI Dining Services, IUPUI Auxiliary Services, Healthy IU, Chartwells

A brief description of the plan(s) to advance sustainability in Energy:

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Deepen the campus commitment to energy and water conservation
The Office will seek to collaborate and assist on furthering the campus commitment to pursue energy and water conservation efforts. The Office will promote and acknowledge the efforts that have and will continue to be done in these efforts by Campus Facility Services.

Link to plan:
https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%2
02014-2016.pdf

The measurable objectives, strategies and timeframes included in the Energy plan(s):

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Strategic actions:
• Partner with Campus Facility Services and other departments across campus to update the Greenhouse Gas Emissions Inventory and identify areas for reducing emissions. Pursue utilizing this inventory as an educational tool and develop a plan for emission reduction.
• Collaborate with Campus Facility Services and departments across campus to target reduction in energy and water use through facility improvements, education, and behavior modification
• Work with Campus Facility Services and academic units to enhance on campus research opportunities in the areas of energy and water conservation and storm water management
• Develop proposal for a routine indoor air quality monitoring program with input from IUPUI Office of Environmental Health and Safety; submit proposal to campus administration (STARS)

Link to plan:
https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%2
BICENTENNIAL STRATEGIC PLAN - INDIANA UNIVERSITY
Completing and implementing pedestrian, transportation, and bicycle sub-master plans on each campus.
b. Certifying all major new buildings with the LEED Green Building Certification System and elevate the minimum certification level to Gold.
c. Continuing to explore and research a variety of energy and utility supply and delivery options that reflect changes in economies, demand, and climate variables.
d. Achieving the goals for energy efficiency and emissions reductions called for in the Campus Master Plan and the Integrated Energy Master Plan for the IU Bloomington campus; expand that analysis to all campuses.
e. Increasing energy and utility system efficiency while reducing demand and consumption.

Link to plan:

(page 42)

Accountable parties, offices or departments for the Energy plan(s):
IUPUI Campus Facility Services Energy Management Department

A brief description of the plan(s) to advance sustainability in Grounds:

IUPUI CAMPUS MASTER PLAN
Recommendations
• Create native habitat on campus and along riparian corridors.
• Create a range of urban ecosystems from traditional “turf and tree” campus environments to woodland fragments along riparian edges.
• Connect landscape fragments to form continuous corridors across the peninsula from the White River to Fall Creek.
• Establish a no-mow zone along the levee embankments and plant with a native seed mix to gradually replace existing lawn.
• Use native species in re-vegetation and bank stabilization efforts.
• Eliminate invasive species.
• Increase the tree cover from 10% to at least 28% on campus.
• Increase tree plantings along all streets and within parking lots.
• Increase tree plantings in future and renovated campus open spaces and quadrangles
• Use a diverse range of native species to reinforce connectivity with the natural environment.
• Implement a Landscape Maintenance and Tree Management Plan for the campus.

Link to plan:
http://masterplan.indiana.edu/iupui/IUPUI_Master_Plan.pdf
The measurable objectives, strategies and timeframes included in the Grounds plan(s):

IUPUI CAMPUS MASTER PLAN
See objectives above. Other objectives include attaining Tree Campus USA designation annually.

Link to plan:

http://masterplan.indiana.edu/iupui/IUPUI_Master_Plan.pdf

Accountable parties, offices or departments for the Grounds plan(s):

IUPUI Campus Facility Services, University Architect's Office

A brief description of the plan(s) to advance sustainability in Purchasing:

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The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

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Accountable parties, offices or departments for the Purchasing plan(s):

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A brief description of the plan(s) to advance sustainability in Transportation:

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Promote and advance sustainable transportation options
The Office will seek to collaborate on promoting and advancing sustainable transportation options for the campus community by providing a voice and engaging in sustainable transportation planning. The University Architects’ Office and Campus Facility Services are integral to successful development and promotion of sustainable transportation options and to accomplishing the strategic actions stated below.

Link to plan:

https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%202014-2016.pdf

stars.aashe.org
IUPUI CAMPUS MASTER PLAN

Recommendations:
- Tie campus districts together into a larger framework of contiguous facilities, multi-use zones, open space, gateways, and urban amenities, connected by an improved circulation and transportation system.
- Simplify on-campus shuttle routes and better connect shuttles to the People Mover and IndyGo to increase the use of transit.
- Improve the reliability, capacity, and comfort of the People Mover system to increase ridership and connectivity to the other academic medical districts of IUPUI and IU Health. Develop two new People Mover stops linked to intermediate parking garages off-campus.
- Promote the use of sustainable modes of transportation, with a specific focus on bicycle traffic, through development of a comprehensive network of bike routes connected to city routes, regional trails and the Cultural Trail.
- Develop an integrated parking and transportation strategy to share existing and future off-campus parking resources with IU Health, connected by an enhanced people mover and campus bus circulator system for optimal access from parking to campus destinations.

Link to plan:

http://masterplan.indiana.edu/iupui/IUPUI_Master_Plan.pdf

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

OFFICE OF SUSTAINABILITY STRATEGIC PLAN

Strategic actions (IUPUI Sustainability)
- Collaborate with University Architects’ Office and Campus Facility Services to develop proposal for bicycle and pedestrian master plan highlighting key areas of focus for improving campus
- Collaborate with Campus Facility Services to develop and promote an alternative transportation guide (STARS)
- Promote and provide support for increasing the number of Pacers Bikeshare stations located on campus

Link to plan:

https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%202014-2016.pdf

IUPUI CAMPUS MASTER PLAN

See above for objectives

Link to plan:

http://masterplan.indiana.edu/iupui/IUPUI_Master_Plan.pdf
Accountable parties, offices or departments for the Transportation plan(s):

IUPUI Parking & Transportation Services. IUPUI Office of Sustainability, IUPUI Campus Facility Services, University Architect's Office

A brief description of the plan(s) to advance sustainability in Waste:

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Increase awareness of waste reduction opportunities
The Office will engage IUPUI faculty, staff, and students, and community partners to reduce campus waste generation and increase recycling.

Link to plan:
https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%202014-2016.pdf

The measurable objectives, strategies and timeframes included in the Waste plan(s):

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Strategic Actions:
• Survey and research peer institutions’ and corporate recycling efforts and strategies to identify waste reduction best practices
• Develop and conduct routine events, projects and competitions, such as RecycleMania, to raise awareness and increase participation in the campus recycling program
• Develop and implement a recycling education program with input from stakeholders
• Promote environmentally-sensitive purchasing practices; develop and propose campus 'best practices' or policy for purchasing environmentally-sensitive products (STARS)

Link to plan:
https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%202014-2016.pdf

Accountable parties, offices or departments for the Waste plan(s):

Office of Sustainability, Campus Facility Services, Environmental Health and Safety
A brief description of the plan(s) to advance sustainability in Water:

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Deepen the campus commitment to energy and water conservation (IUPUI Sustainability)
The Office will seek to collaborate and assist on furthering the campus commitment to pursue energy and water conservation efforts. The Office will promote and acknowledge the efforts that have and will continue to be done in these efforts by Campus Facility Services.

Link to plan:
https://sustainability.iupui.edu/docs/IUPUI%20Office%20of%20Sustainability%20Strategic%20Plan%202014-2016.pdf

IUPUI CAMPUS MASTER PLAN:
Recommendations
• Reduce the Average Annual Runoff (AAR) to pre-developed condition by incorporating water quality facilities into the campus
• Design 100% of existing and proposed parking lots, 90% of proposed and existing buildings, and 36% of existing roads in the watershed with infiltration facilities to meet two-month, 24-hour event
• Detention ponds
• Rain gardens
• Pervious pavement
• Green roofs
Link to plan:
http://masterplan.indiana.edu/iupui/IUPUI_Master_Plan.pdf

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The measurable objectives, strategies and timeframes included in the Water plan(s):

OFFICE OF SUSTAINABILITY STRATEGIC PLAN
Strategic actions:
• Partner with Campus Facility Services and other departments across campus to update the Greenhouse Gas Emissions Inventory and identify areas for reducing emissions. Pursue utilizing this inventory as an educational tool and develop a plan for emission reduction.
• Collaborate with Campus Facility Services and departments across campus to target reduction in energy and water use through facility improvements, education, and behavior modification
• Work with Campus Facility Services and academic units to enhance on campus research opportunities in the areas of energy and water conservation and storm water management
• Develop proposal for a routine indoor air quality monitoring program with input from IUPUI Office of Environmental Health and Safety; submit proposal to campus administration (STARS)

Link to plan:
IUPUI CAMPUS MASTER PLAN
Water Use Reduction Recommendations
If above recommendations are followed: Using wedge analyses similar to those discussed previously, the chart to the right represents the water use reduction potential associated with a series of proposed strategies. Wedges 1, 3, and 5 examine the impacts of conservation measures applied to new campus buildings, while wedges 2, 4 and 6 demonstrate the impacts from retrofitting existing campus buildings to include water conservation measures. If all of the measures from Wedges 1-6 are implemented, the strategies combined would result in a potable water savings of 187.6 million gallons a year. IUPUI would increase its building area by 50% but increase its potable water consumption by only 4%.

Link to plan:

http://masterplan.indiana.edu/iupui/IUPUI_Master_Plan.pdf

(accountable parties, offices or departments for the Water plan(s):

IUPUI Campus Facility Services; University Architect's Office

A brief description of the plan(s) to advance Diversity and Affordability:

IUPUI STRATEGIC PLAN
Strategic Goal 9: Promote an Inclusive Campus Climate
IUPUI will foster and promote an inclusive campus climate that seeks, values, and cultivates diversity in all of its forms by holding units accountable for achieving diversity goals; expanding our capacity to use data to enhance diversity efforts; ensuring that all students have opportunities to develop cross-cultural knowledge; and by continuing to diversify our student body, our faculty, and our staff.

As Indiana’s urban public higher education institution, IUPUI seeks, values, and cultivates diversity in all of its forms, and strives to provide an environment where every individual feels welcomed, valued, and supported to achieve his or her fullest potential. Our commitment to fostering and sustaining an inclusive campus climate for all students, faculty, and staff members begins with IUPUI’s leaders and permeates the entire campus. We have a strong track record of serving an array of students—high-ability, first-generation, veteran, returning adult, historically underrepresented, to name a few—and our success in effectively educating these diverse learners depends, to a great extent, on ensuring a similarly diverse faculty and staff and a student body that reflects the communities we serve. We must also develop and expand curricular and cocurricular activities that foster inclusiveness, and ensure that our structures, policies, processes, and programs enable diverse people and perspectives to thrive.

Link to plan:

https://strategicplan.iupui.edu/media/53cd6883-562b-4f80-b9c1-927c0c4c7fcf/ZEAVVA/StrategicPlanContent/PDF/Our%20Commitment%20to%20Indiana%20and%20Beyond%20August%202014.pdf
DIVISION OF DIVERSITY, EQUITY, AND INCLUSION GOALS

- Representational diversity
  Goal: Recruitment, academic achievement, persistence and graduation of a diverse student body.
  Goal: Recruit, retain, advance, recognize, and promote a diverse faculty, staff and administration while creating a campus-wide community that celebrates its own diversity as one of its strengths and as a means of shaping IUPUI's identity as a university.

- Curricular transformation
  Goal: Make diversity a strategic priority touching all aspects of the campus mission.

- Campus climate
  Goal: Make diversity a strategic priority touching all aspects of the campus mission.

- Institutional leadership and commitment
  Goal: Recruit, retain, advance, recognize, and promote a diverse faculty, staff and administration while creating a campus-wide community that celebrates its own diversity as one of its strengths and as a means of shaping IUPUI's identity as a university.
  Goal: Regularly assess, evaluate, improve, and communicate diversity efforts of IUPUI.

Link to goals:

https://diversity.iupui.edu/diversity/mission.html

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

IUPUI STRATEGIC PLAN

Strategic Actions

Representative actions that will enable IUPUI to achieve its objectives for an inclusive campus climate:

1. Create and implement diversity plans in all campus units in collaboration with the Vice Chancellor for Diversity, Equity, and Inclusion; the Director of the Office of Equal Opportunity; and the Director of the Office for Women.

2. Increase IUPUI’s commitment to cultural competence and social justice literacy by educating and learning from campus and community stakeholders; and by developing, implementing, and institutionalizing initiatives that support ongoing improvement of faculty and staff members’ cultural literacy.

3. Require all students to engage in high-impact curricular and co-curricular experiences designed to enhance cross-cultural knowledge, understanding, attitudes, and skills as well as awareness of social justice issues and civic responsibility.

4. Enhance the diversity of IUPUI students, faculty, and staff by identifying and removing barriers to access and advancement for specific populations.

5. Become the preferred institution for service members seeking an education in Indiana.

6. Increase IUPUI’s commitment to a family-friendly environment to ensure that faculty, staff, and students are able to focus on their IUPUI obligations and commitments.

7. Develop, expand, and provide additional institutional funding for the recruitment and retention of historically underrepresented faculty, staff, and students.

8. Work with community partners to create and expand pipeline programs from elementary through graduate education in order to recruit and retain historically underrepresented student and faculty leaders for IUPUI and other institutions.

9. In order to institutionalize excellence in diversity, equity and inclusion, support efforts that promote research, practice, and teaching focused on cultural diversity and social justice
DIVISION OF DIVERSITY, EQUITY, AND INCLUSION GOALS
- Representational diversity
Objectives: Ensure that the entire student population is at least proportionate to Indiana’s in accord with the service mission of each academic unit; those units with statewide missions will have goals reflective of the state whereas other units will have goals reflective of Central Indiana; Create an internationally diverse community by enrolling and graduating students from other nations, providing a variety of opportunities for IUPUI students to study abroad; Increase the diversity within the senior leadership; Increase the diversity within the faculty and staff to become more reflective of the desired student population; Provide a civil learning and working environment free from discrimination so that each member of the IUPUI community can reach his/her highest potential; Establish high expectations for achievement and reward individuals for achieving these high expectations.; Enhance faculty and staff programs and activities that increase the sense of diversity.
- Curricular transformation
Objectives: Ensure curriculum content and pedagogical strategies reflect a commitment to diversity; Engage in research, scholarship and creative activity that is mindful of the human condition; Maintain and enhance the library collections that reflect the full diversity of the human experience and commentary on it, and resist censorship or restriction of access to scholarly materials; Ensure that civic engagement activities are experienced in a culturally relevant context; Promote culturally competent practices; Enhance programs and activities that increase the understanding of diversity; Provide curricular, co-curricular and interdisciplinary activities that increase the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.
- Campus Climate
Objectives: Provide a civil learning and working environment free from discrimination so that each member of the IUPUI community can reach his/her highest potential; Offer a physical environment that is inviting and accessible for all students, faculty, staff and visitors which allows for full participation in the life and work of the IUPUI community.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):
IUPUI campus and administration; Office of Diversity, Equity and Inclusion (DEI)

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:
HEALTHY IU HIGH PRIORITY OBJECTIVES
Main initiatives include:
- Expanding the Diabetes Prevention Program offered at IU Bloomington and IUPUI to all campuses.
- Promoting physical activity on campus by marking walking paths and installing signage to encourage stair use.
- Expanding healthier food options in vending machines on all campuses.
- Continuing to research mental well-being initiatives; promote Employee Assistance Program, mental health screenings and services; and provide stress-management programs on all campuses.
- Expanding marketing and communications for Healthy IU.

Link to plan:
https://healthy.iu.edu/about/steering-committee.html

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

HEALTHY IU HIGH PRIORITY OBJECTIVES
Main objectives include:
- Develop criteria for identifying and supporting effective physical activity programs
- Augment existing biometric screenings with movement screenings to be implemented in FY17
- Provide segmented opportunities for education, programming and subsidized physical activity opportunities based on results of movement screening to be implemented in FY17
- Create communication campaign raising awareness of signs and symptoms of heart attack and stroke, location of AED and CPR classes
- Attain 50% healthy food options in vending machines and ensure there are nutrient dense food options in cafeterias, snack bars and other purchase points. (catering)
- Promote healthy foods definition, symbol, meeting guidelines, etc. through online and print media
- Promote spouse inclusion in wellness marketing and communications
- Provide a flexible, easily accessible weight management program(s) that can provide a group, 1:1 and online programs for all campuses by FY17.

Link to plan:
https://healthy.iu.edu/about/steering-committee.html

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):
Healthy IU

A brief description of the plan(s) to advance sustainability in Investment:
---

The measurable objectives, strategies and timeframes included in the Investment plan(s):

stars.aashe.org Indiana University-Purdue University Indianapolis | STARS Report | 246
Accountable parties, offices or departments for the Investment plan(s):

---

A brief description of the plan(s) to advance sustainability in other areas:

Bicentennial Strategic Plan Continuing Priority: "Support leadership role in sustainable and energy-efficient computing."

The measurable objectives, strategies and timeframes included in the other plan(s):

---

Accountable parties, offices or departments for the other plan(s):

---

The institution’s definition of sustainability:

At IUPUI, we follow the definition put forth by the United Nations: "Sustainability' is meeting the needs of the present without compromising the ability of future generations to meet their own needs."

Does the institution’s strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:

Indiana University's 2014 Strategic Plan addresses sustainability as one of its core values, which are stated as follows:

"Indiana University is committed to the highest standards of ethical conduct and integrity. In pursuing all aspects of the university’s mission, the members of the Indiana University community are dedicated to advancing these core values: Excellence and innovation; Discovery and the search for truth; Diversity of community and ideas; Respect for the dignity of others; Academic and personal integrity; Academic freedom; Sustainability, stewardship and accountability for the natural, human, and economic resources and relationships entrusted to IU; Sharing knowledge in a learning environment; Application of knowledge and discovery to advance the quality of life and economy of the state, region, and the world; Service as an institution of higher learning to Indiana, the nation, and the world."

Strong relationships and collaboration are essential for implementing successful sustainability efforts and cultivating a culture of sustainability at IUPUI. The Office appreciates and values the support it receives from University Architects’ Office, Campus Facility Services, Residence Life, and other major campus and community stakeholders.

The website URL where information about the institution’s sustainability planning is available:

https://strategicplan.iu.edu/

https://stars.aashe.org
Governance

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 2.80 / 3.00 | Carol Mullins  
Sustainability Assessment Coordinator  
Office of Sustainability |

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3
Institution’s faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution’s governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The Undergraduate Student Government at IUPUI is dedicated to empowering students, challenging traditional thinking, and advocating for progress. USG is a conglomerate representative body in which school councils and student organizations are both allotted voting members. School councils who represent multiple organizations have two voting senators and student organizations have one voting senator. This merged body of the previous Council of Organizations and Senate form the legislative branch of today’s USG.

USG has three branches:
1) Executive
2) Legislative
3) Judicial

IUPUI USG:

http://usgiupui.squarespace.com/

Is there at least one student representative on the institution’s governing body who was elected by peers or appointed by a representative student body or organization?:

Yes
A brief description of student representation on the governing body, including how the representatives are selected:

The IU student trustee is a fully vested member of the IU Board of Trustees, with all rights, responsibilities and privileges accorded to all trustees. The student trustee participates in at least six board meetings each year, serves on board committees, takes part in various university functions and ceremonies, and completes assigned projects. The only difference between the student trustee and all other trustees is the length of term—student trustees serve two years, and other trustees serve three years.

All full-time undergraduate and graduate Indiana University students on all IU campuses are eligible to apply for the student trustee position on the IU Board of Trustees. Nonresident and international students may apply for the position.

Appointment of the Student Trustee is a several step process.
1. Interested students submit applications during the semester by posted deadlines.
2. The Student Trustee Search and Screen Committee selects applicants to interview.
3. Selected student trustee candidates are invited for interviews with the committee, which take place in the spring before the term begins. Interviews are mandatory for consideration.
4. After the interviews, in accordance with state law, the search committee forwards 10 candidate names to the governor of Indiana.
5. The governor of Indiana appoints the student trustee.

http://trustees.iu.edu/student-trustee/index.shtml

Do students have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>---</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>---</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>---</td>
</tr>
<tr>
<td>Budgeting, staffing and financial planning</td>
<td>---</td>
</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>
In 1975, the Indiana General Assembly amended the statutes (IC 21-20-3-13), enabling the Indiana governor to appoint a full-time student to the IU Board of Trustees. As one of nine trustees of Indiana University, the student trustee serves a two-year term as a fully vested member of the board. As a member of the governing body of Indiana University, the student trustee has a voice in all decisions made by the board. Recently, the board has approved the Bicentennial Strategic Plan for Indiana University, the creation of 8 schools over the last 7 years, and the addition of many buildings to the 8 regional campuses.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

The purpose of the Staff Council at IUPUI shall be to represent the staff in the communication processes and the decision making of the university and
- to increase the sense of identity, recognition and worth of each staff member in his/her relationship to the university,
- to identify concerns relating to staff and to seek their solutions,
- to provide a channel of communication for staff with administration and faculty,
- to promote staff development and to recommend policies which aid in retaining highly-qualified personnel,
- to integrate the staff into campus governance and existing university affairs,
- to establish and promote university-wide activities, publications, workshops, and seminars,
- to serve as a resource for other schools or units in the development of school of unit Staff Councils.

IUPUI Staff Council:

http://www.iupui.edu/~scouncil/

Each Staff Council representative will:
- Attend and participate in the monthly meetings of the council which are held on the third Wednesday of each month (August-June) from 2:00-4:00 p.m.
- Solicit feedback from his/her constituents (colleagues in your unit/school) and staff members, in general, on policies and issues being discussed by the council.
- Receive suggestions, feedback, or concerns IUPUI from his/her constituents (colleagues in your unit/school) and staff members, in general, about working conditions and the IUPUI community.
- Serve on one of the Staff Council standing or ad hoc committees (Ad Hoc Academic Affairs, Bylaws, Communications, Ad Hoc Community Outreach, Ad Hoc Diversity, Faculty Relations, Membership, Rewards & Recognition, Special Events, Staff Affairs, Ad Hoc Staff Development, Ad Hoc Sustainability, Ad Hoc Technology, or Ad Hoc Web), some of which meet monthly, others of which meet according to projects received. NOTE: All chairs are your staff peers and, therefore, are very sensitive to the time constraints faced by IUPUI staff.
- Forward the Staff Council Newsletter to your constituents. The Newsletter contains important news to keep everyone updated.

**Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers**
or appointed by a representative staff body or organization?:
No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

No, but the Staff Council president (elected) meets monthly with the Chancellor of IUPUI.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>---</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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<td>---</td>
</tr>
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</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The purpose of the Staff Council at IUPUI shall be to represent the staff in the communication processes and the decision making of the university and
- to increase the sense of identity, recognition and worth of each staff member in his/her relationship to the university,
- to identify concerns relating to staff and to seek their solutions,
- to provide a channel of communication for staff with administration and faculty,
- to promote staff development and to recommend policies which aid in retaining highly-qualified personnel,
- to integrate the staff into campus governance and existing university affairs,
- to establish and promote university-wide activities, publications, workshops, and seminars,
- to serve as a resource for other schools or units in the development of school of unit Staff Councils.

IUPUI Staff Council:

http://www.iupui.edu/~scouncil/
Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

IUPUI Faculty Council
"We, the faculty members of Indiana University Purdue University Indianapolis, in recognition of our common goal to better human conditions through the process of education, and in recognition and appreciation of the rights and responsibilities bestowed upon us by the State of Indiana through the Indiana University and the Purdue University Boards of Trustees for the accomplishment of this goal, do establish this Constitution for the purpose of creating a system which will aid in the identification, definition, and accomplishments of major specific objectives of this faculty."
-- Preamble of the Constitution of the IUPUI Faculty

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:
No

A brief description of faculty representation on the governing body, including how the representatives are selected:
---

Do faculty have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Decision Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>---</td>
</tr>
<tr>
<td>Budgeting, staffing and financial planning</td>
<td>---</td>
</tr>
</tbody>
</table>
Communications processes and transparency practices | Yes
---|---
Prioritization of programs and projects | Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

“We, the faculty members of Indiana University Purdue University Indianapolis, in recognition of our common goal to better human conditions through the process of education, and in recognition and appreciation of the rights and responsibilities bestowed upon us by the State of Indiana through the Indiana University and the Purdue University Boards of Trustees for the accomplishment of this goal, do establish this Constitution for the purpose of creating a system which will aid in the identification, definition, and accomplishments of major specific objectives of this faculty.”
-- Preamble of the Constitution of the IUPUI Faculty

Annual reports can be viewed here:

http://www.iupui.edu/~fcouncil/who/annreport.html

The website URL where information about the institution’s governance structure is available:

http://trustees.iu.edu/about/delegation-of-authority.shtml
Diversity & Affordability

Points Claimed 9.49

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences 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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Assessing Diversity and Equity</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Support for Future Faculty Diversity</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Affordability and Access</td>
<td>3.49 / 4.00</td>
</tr>
</tbody>
</table>
### Diversity and Equity Coordination

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>2.00 / 2.00</td>
<td>Carol Mullins</td>
</tr>
<tr>
<td></td>
<td>Sustainability Assessment Coordinator</td>
</tr>
<tr>
<td></td>
<td>Office of Sustainability</td>
</tr>
</tbody>
</table>

#### Criteria

**Part 1**

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

**Part 2**

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>Yes</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:
The mission of the Division of Diversity, Equity and Inclusion (DEI) is to educate, advocate, engage and empower the IUPUI community by cultivating partnerships and resources to create and sustain an environment that is inclusive, equitable and diverse.

By mandate of Indiana state law diversity committees were formed on each campus to annually report on findings, conclusions, and recommendations related to each of these statutorily defined areas: faculty employment policies concerning diversity issues; faculty and administration personnel complaints concerning diversity issues; recommendations to promote and maintain cultural diversity among faculty; and recommendations to promote recruitment and retention of minority students.

**The full-time equivalent of people employed in the diversity and equity office:**
9

**The website URL where information about the diversity and equity committee, office and/or officer is available:**
https://diversity.iupui.edu/diversity/staff/index.html

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Administrators</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

FACULTY/STAFF/ADMINISTRATORS
- The Office of Equal Opportunity (http://www.iupui.edu/~oeo/training/

) is engaged in ongoing compliance training initiatives which include supervisory training, orientation for search committees, and presentations to departments and academic classes.

Topics include: (1) Equal Opportunity and Affirmative Action (2) Sexual Harassment (3) Americans with Disabilities Act
- Office of Intercultural Literacy, Capacity and Engagement
Office of Intercultural Literacy, Capacity and Engagement
- The Office of Intercultural Literacy, Capacity and Engagement

https://diversity.iupui.edu/offices/ilce/index.html

- provides resources for faculty, staff and community partners to support excellence in scholarship, teaching and engagement with diversity, equity and inclusion.

- LGBTQ+ CENTER

https://diversity.iupui.edu/offices/lgbtq/index.html

- supports a commitment to leadership development, academic inquiry, and local, national, and global engagement with particular respect to sexual, romantic, and gender identities. The LGBTQ+ Center is an inclusive campus community that welcomes people of all identities and provides support, resources, and advocacy to IUPUI students, staff, faculty, alumni, and the surrounding community. The Center facilitates LGBTQ+ visibility by promoting and enhancing understanding, acceptance, and awareness through collaborative relationships, LGBTQ+ allyship trainings, and educational/programmatic initiatives.

STUDENTS

- LGBTQ+ CENTER

https://diversity.iupui.edu/offices/lgbtq/index.html

- Multicultural Center

https://diversity.iupui.edu/offices/mc/index.html

- is dedicated to promoting student development and support through diversity education and multicultural awareness

The website URL where information about the cultural competence trainings is available:

https://diversity.iupui.edu/offices/index.html
Assessing Diversity and Equity

Score

1.00 / 1.00

Responsible Party

Carol Mullins
Sustainability Assessment Coordinator
Office of Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s):

Campus Climate for Diversity

The IUPUI Climate Survey is collected every four to five years from all full-time faculty and staff and all students at IUPUI. The survey, administered in collaboration with Diversity, Equity, and Inclusion (DEI), is designed to better understand the experiences of all individuals on campus. The survey employs a broad definition of diversity, focusing on race/ethnicity, gender, ability status, religion, political ideology, sexual orientation, gender identity, and veteran status. The data is used by various units on campus as well as DEI for diversity planning and decision making.

Access assessment results here:

http://irds.iupui.edu/Surveys/Campus-Climate-for-Diversity
Third party assessment of diversity assessments at IUPUI:


Has the institution assessed student diversity and educational equity?:
Yes

A brief description of the student diversity and educational equity assessment(s):

Student diversity is captured in Campus Climate for Diversity
The IUPUI Climate Survey is collected every four to five years from all full-time faculty and staff and all students at IUPUI. The survey, administered in collaboration with Diversity, Equity, and Inclusion (DEI), is designed to better understand the experiences of all individuals on campus. The survey employs a broad definition of diversity, focusing on race/ethnicity, gender, ability status, religion, political ideology, sexual orientation, gender identity, and veteran status. The data is used by various units on campus as well as DEI for diversity planning and decision making.

Access assessment results here:

http://irds.iupui.edu/Surveys/Campus-Climate-for-Diversity

Entering Student Survey
The IUPUI Entering Student Survey is administered to incoming first-year and transfer students during their summer orientation. The results are used to determine the characteristics of successful students, identify barriers to graduation and success, discover why students choose IUPUI, and assess the effectiveness of orientation.

See survey and results here:

http://irds.iupui.edu/Surveys/Entering-Student-Survey

Has the institution assessed employee diversity and employment equity?:
Yes

A brief description of the employee diversity and employment equity assessment(s):

Employee diversity is captured in Campus Climate for Diversity
The IUPUI Climate Survey is collected every four to five years from all full-time faculty and staff and all students at IUPUI. The survey, administered in collaboration with Diversity, Equity, and Inclusion (DEI), is designed to better understand the experiences of all individuals on campus. The survey employs a broad definition of diversity, focusing on race/ethnicity, gender, ability status, religion, political ideology, sexual orientation, gender identity, and veteran status. The data is used by various units on campus as well as DEI for diversity planning and decision making.
Access assessment results here:

http://irds.iupui.edu/Surveys/Campus-Climate-for-Diversity

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

The IU Public Policy Institute (http://policyinstitute.iu.edu/)

released a large publication of what it takes to make a thriving Indiana entitled "Thriving Communities, Thriving State."

Thriving Communities, Thriving State, produced community-based recommendations that require policy decisions at the local, regional, and state levels. In other words, it’s not only what Indiana can do for its communities, but also what communities can do for themselves and the state.

All three commissions prioritized:
• Education/workforce preparation
• Leadership and engagement
• Quality of life and quality of place

In addition to these overlapping goals, the commissions each identified other areas including government innovation/local control, entrepreneurship, and acceptance of diversity.

Download the full report here:

http://policyinstitute.iu.edu/publication/details/729

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

http://irds.iupui.edu/Surveys/Campus-Climate-for-Diversity
### Support for Underrepresented Groups

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<td>2.00 / 2.00</td>
<td>Carol Mullins</td>
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<td>Sustainability Assessment Coordinator</td>
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<td></td>
<td>Office of Sustainability</td>
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</table>

#### Criteria

**Part 1**

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

**Part 2**

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

**Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:**

Yes

**A brief description of the programs sponsored by the institution to support underrepresented groups:**

IUPUI has many affinity groups and support programs to support under-represented groups on campus.

Student groups can be found

https://diversity.iupui.edu/offices/mc/student-organizations/index.html

AND

https://theden.iupui.edu/

- African Student Association
- Asian Student Union
- Black Student Union
- Filipino Student Association
- Latino Student Association
- LGBTQ Student Alliance
- Native American Student Alliance
- Jewish Law Society at Indiana University McKinney School of Law (JLS)
- LGBTQ Alliance at IUSM
- American Civil Liberties Union of Indiana Student Chapter (ACLU Student Chapter)
- American Medical Women's Association Pre-Medicine Branch at IUPUI (AMWA Pre-Med at IUPUI)
- American Women's Medical Association (AMWA)
- Amigos en Servicio (AeS)
- Arabic Club at IUPUI
- Asian Law Students Association (ALSA)
- Association for Non-Traditional Students (ANTS)
- Association for Women in Mathematics Student Chapter at IUPUI (AWM at IUPUI)
- Association of Women Surgeons (AWS-SIG)
- Black Law Students Association (BLSA)
- Bollywood Beats @ IUPUI (BB)
- Bridges International (Bridges)
- Chinese Christian Campus Fellowship (CCCF)
- Chinese Culture Club @ IUPUI (CCCI)
- Chinese Student and Scholar Association (CSSA)
- DesiJags: The Indian Students Association (ISA)
- Feminist Law Society at IU McKinney School of Law (Feminist Law Society)
- German Club at IUPUI (Deutschklub)
- Hispanic Law Society (HLS)
- Indian Student Cultural Association (ISCA)
- Indianapolis Korean Christian Association (IKCA)
- Iranian Student Association (ISA)
- Islamic Law Association (ILA)
- Japanese Culture Club at IUPUI (JCC)
- Jewish Student Association at IUPUI (JSA)
- Korean Student Association (KSA)
- Malaysian Student Association at IUPUI (MySA)
- Medical Spanish Society of Latinos (MS-SOL)
- Minority Science and Technology Club (MSTC)
- Muslim Student Association (MSA)
- National Association of Black Journalists (NABJ)
- National Society of Black Engineers (NSBE)
- Pakistani Student Association (PSA)
- Saudi Students Club At IUPUI (ssciupui)
- Social Justice Scholars (SJS)
- Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)
- Society of Hispanic Professional Engineers (SHPE)
- South Asian Youth Action (SAYA)
- Student African American Brothehood (SAAB)
- Student African American Sisterhood (SAAS)
- Student Association of Raas and Garba (SARANG)
- Student Immigration Law Society (SILS)
- Student Veterans Organization at IUPUI (Veterans@IUPUI)
- Students for Justice in Palestine at IUPUI (SJP @ IUPUI)
- Students Organize for Syria at IUPUI (SOS at IUPUI)
- Students Supporting Israel at Indiana University -Purdue University (SSI)
- Taiwanese Student Association at IUPUI (TSA-IUPUI)
- The Buddha Cafe’ (SGI Student Group)
- Turkish Student Association
- Women in Business (WIB)
- Women in Science House (WISH)
- Women in Technology (WiT)
- Women's Alliance at IUPUI (WAI)

The website URL where more information about the support programs for underrepresented groups is available:
https://theden.iupui.edu/organizations

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
Yes

A brief description of the institution’s discrimination response policy, program and/or team:

Indiana University prohibits discrimination and harassment based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, marital status, national origin, race, religion, sexual orientation, gender identity, or veteran status. The Office of Affirmative Action works to ensure compliance with federal, state and university equal employment opportunity and affirmative action policies and requirements. These procedures guide the Office of Affirmative Action when handling any incident of alleged discrimination related to the Bloomington campus.

See website for more information on the steps taken in response to alleged discrimination.

The website URL where more information about the institution’s discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:
Yes

Data source(s) and notes about the submission:

Location of gender neutral restrooms can be found here:
http://aes.iupui.edu/Gender-Neutral%20Restroom%20List.pdf
Support for Future Faculty Diversity

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| 1.00 / 1.00 | Deborah Ferguson  
Assistant Director  
Office of Sustainability |

**Criteria**

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty 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 IUPUI Graduate Office offers resources to students for preparing for future faculty. Preparing Future Faculty and Professionals (PFFP) engages current IUPUI graduate students and postdoctoral fellows* in a full range of career options, responsibilities, and mentoring in academic and non-academic careers through year round programming. This includes our annual fall “Pathways” conference. The PFF track provides participants targeted seminars and hands-on activities related to research, teaching and service.

http://graduate.iupui.edu/support/pffp/index.shtml

Future Faculty Teaching Fellowships (FFTF) are also available that enable advanced IU doctoral and M.F.A. students to enhance their career preparation by teaching and experiencing faculty life in a different academic setting.

https://facet.indiana.edu/events-programs/future-faculty-teaching-institute.shtml
Both of these preparing future faculty programs are open to all graduate students to participate (PFFP) or to apply (FFTF). In terms of helping to increase the diversity of higher education faculty, there are additional programs specifically for underrepresented graduate students. The President’s Diversity Initiatives seek to broaden participation of underrepresented minority (URM) students pursuing M.F.A. and Ph.D. degrees at Indiana University. The URM designation applies to racial, ethnic, gender, and disability classifications. These initiatives include awards and fellowships, recruitment support, and mentoring and community building programming. Examples include the President's Diversity Recruitment Fellowship, the President's Diversity Dissertation Year Fellowship, and the Diversity Doctoral Scholar Program. The annual Innovators and Trailblazers Seminar Series hosts a speaker whose research highlights different factors that enable or inhibit the success of URM graduate students, and the Compact for Diversity runs an annual Institute on Teaching and Mentoring that brings together undergraduates, graduates, and postdocs for workshops and networking with other URM scholars. For information on these and other programs, please visit:

http://graduate.indiana.edu/doc/shared/presidents-diversity-initiatives-brochure.pdf

The website URL where more information about the faculty diversity program(s) is available:
http://graduate.indiana.edu/doc/shared/presidents-diversity-initiatives-brochure.pdf

Data source(s) and notes about the submission:

Additional source site:
http://graduate.iupui.edu/support/pffp/index.shtml

http://graduate.indiana.edu/doc/shared/presidents-diversity-initiatives-brochure.pdf

IU Affirmative Action Policies:
http://www.indiana.edu/~affirm/policy.shtml

IUPUI Office of Equal Opportunity
http://www.iupui.edu/~oeo/
Affordability and Access

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| 3.49 / 4.00 | John Murray  
Manager  
Employment and Compensation Services |

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically 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
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income
B. The graduation/success rate for low-income students
C. The percentage of student financial need met, on average
D. The percentage of students graduating with no interest-bearing student loan debt

"---" 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 any policies and programs to minimize the cost of attendance for low-income students:
According to the College Navigator website, 83% of IUPUI’s full-time beginning students received some type of financial aid in Fall 2014 with 42% of them receiving Pell Grants. 56% of all IUPUI undergraduates received grants or scholarships that term while 54% received federal student loans. As such, IUPUI recognizes the need to provide all the assistance it can in helping students with need overcome perceived and real hurdles in paying for their education.

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

- As a large institution in a downtown setting with the majority of our students living off-campus, IUPUI recognizes that many of our students may have challenges attending on a full-time basis. Students may need to continue to work while pursuing their studies and/or have family or other commitments that make finding time to go to school challenging. IUPUI offers extremely flexible course scheduling, including teaching seven days a week, short courses, teaching off-campus, and through distance education.
- The Office of Student Financial Services offers periodic information and training sessions on the general processes and program availability for representatives of our schools who may learn of student concerns in an academic advising session or visit to their office. One example is the importance of students maintaining Satisfactory Academic Progress.
- Beyond Financial Aid
- IUPUI Financial Wellness Council

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

- IUPUI hosts an Upward Bound program as part of Indiana TRIO.
- IUPUI has initiated increased focus on financial literacy and making informed financial decisions by establishing a Financial Wellness Committee to identify the initiatives currently in place and identify actions to better serve our students.
- IUPUI 21st Century Scholars Program - Stewarding Low Income Students
- To develop transformational students, the organizational climate needs transformational leaders
- IUPUI Emergency Grant and Loan Program
- Student Affair Resources
  - Paws Pantry - student-run food pantry for low income students
  - Off Campus Housing Services - identify more affordable housing near campus
  - Student Advocate Services - strives to listen carefully to your concerns, explain relevant policies and procedures, discuss possible courses of action, and provide guidance, while respecting students' rights to privacy within the confines of the law and university policy.
  - Student Financial Services - provides assistance with student financial concerns
  - Connect2Help - facilitate connections between people who need human services and those who provide them
- IUPUI Student Health Services - In order to reduce the burden on students, we have implemented a Fee Reduction process. Students who meet any of the following criteria may quality for a fee reduction: No insurance; Insurance for which CH does not bill (e.g. Medicare or Medicaid); Demonstration of Financial Need (based on Estimated Financial need as determined by IUPUI Student Financial Services)
- Scholar Cents - offers year round financial literacy programming

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

In 2008, IUPUI established a $2.1 million annual need-based program to help pay college expenses for every eligible incoming freshman who has received a state 21st Century Scholar award or a federal Pell grant. This was the largest such amount in campus-history and
recognizes the diminishing purchasing power of federal and state aid. Examples of our need-based scholarships are the IUPUI 21st Century Scholar grant and the IUPUI Pell Pledge grant.

IUPUI 21st Century Scholar. This grant is designed to help meet the remaining financial need for 21st Century Scholars who enroll full time at IUPUI.
• The State of Indiana’s 21st Century Scholars program was established in 1990 to ensure that every student can afford a college education. Income-eligible 7th and 8th graders who enroll in the program and fulfill a pledge of good citizenship are guaranteed to receive up to four years of undergraduate tuition at any participating public college or university in Indiana.

IUPUI Pell Pledge
• The grant is designed to supplement the Federal Pell Grant. It is calculated as $7,080 (average annual cost of tuition and general fee at IUPUI) minus fee remissions, scholarships, federal and state grants; with the award range between $100 - $1,000 for the academic year.

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

IUPUI recognizes that approximately 40% of our beginning freshmen are first-generation students. As a result, both they and their parents need additional information and support in exploring and pursuing higher education. This includes academics and how to pay for college along with housing and student life.

The Office of Undergraduate Admissions reaches out to parents through both its Parents Central website but also through off-campus programs and expanded office hours, including Saturday mornings.

In addition to its usual community outreach efforts (College Aid nights, etc.) the Office of Student Financial Services offers special sessions at Orientation for the parents of new students.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

• IUPUI has a number of offices involved with different aspects of recruiting potential students and supporting them not only through the matriculation process, but throughout their enrollment at the university. These include:
  ■ Talent Alliance
  ■ Educational Success Program
  ■ Assistant Admissions Director for Latino & Hispanic Recruitment
  ■ Office of Diversity Access and Achievement
  ■ Office of Diversity, Equity & Inclusion
  ■ Diversity-related programs at IUPUI (undergraduate, graduate, and professional students)
  ■ Multicultural Success Center

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

• IUPUI recognizes that low-income students often find taking the initial step of applying beyond their reach due to having to pay an application fee. We address this through offering an application fee waiver for qualified students as well as a waiver of the enrollment deposit.
Ronald E. McNair Postbaccalaureate Achievement Program

The Ronald E. McNair Postbaccalaureate Achievement Program is aimed at talented students who are motivated to excel in academics, love research and are eager to work closely with faculty mentors on independent research projects to prepare for doctoral studies. Students entering their junior or senior years who qualify as underrepresented, low-income and/or first-generation college students may participate.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

- As noted above, IUPUI recognizes that students, especially those who are first-generation and from low-income households, need additional information and support in making the best decisions in terms of how to fund their education. For this reason we have created a number of additional programs and offices to help serve students and their families. The Office of Student Financial Services offers a number of resources and services, including:
  - CashCourse to help with personal finances including budgeting
  - Online tutorials in helping navigate the student’s university account
  - Student Loan Debt Management to aid students in planning for and manage their loans and repayment
- An emergency loan program is available to students with significant need in meeting surprise expenses that arise in their lives that may negatively affect their ability to attend classes.
- IU has recently established a university-wide Office of Financial Literacy and a MoneySmarts program for all students. This office will develop additional programs and resources to help students gain a better understanding of this important area.

http://moneysmarts.iu.edu/about/index.shtml

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

- A number of IUPUI schools offer programs targeting low-income students. Examples include:
  - Summer Research Opportunity Program
  - Diversity Research Scholar Program

IU PUI understands that even with the various types of scholarships and financial aid we help make available, some students will still find difficulty in funding their education. One approach we have taken is to establish a partnership with Ivy Tech Community College, Indiana’s community college system. This partnership was established over twenty years ago with a goal of providing the greatest possible access to post-secondary education by IUPUI becoming the first public senior institution in the state to accept transfer credit from Ivy Tech. This program has served as a model for the rest of the state’s senior institutions.

Beyond expanding access and easing the student’s path to an eventual baccalaureate degree, the partnership also allows students to complete a significant portion of their studies at a lower cost due to the lower tuition rates charged by Ivy Tech. This means that students who need to borrow to pursue their studies can reduce any eventual loan debt they will incur. As part of the agreement, IUPUI and Ivy Tech have collaborated on helping students pursuing their degree at one institution use their aid while taking a course at the other, avoiding a barrier that many students otherwise would face in trying to take classes concurrently at both institutions.
Does the institution have policies and programs in place to support non-traditional students?:
Yes

A brief description of any scholarships provided specifically for part-time students:

Adult Outstanding Scholarship
Up to $1,000
Motivated adult (30+) returning students with at least 12 credit hours and a minimum GPA of 3.3 in all courses since returning, who are working towards their first baccalaureate degree.

Jonathan A. Carter Memorial Scholarship
Up to $500
This scholarship is designated for part-time returning and/or non-traditional male students who may not otherwise qualify for financial assistance. Students must exhibit qualities of caring for others, desire to succeed and a strong work ethic. Preference will be given to a student majoring in business. Applicants must have a minimum cumulative GPA of 3.0.

Senior Academy Scholarship for Returning Students
Up to $3,000
The Senior Academy at IUPUI has established a scholarship program designed to partially support tuition and books for students who, for some reason, dropped out of college-level status for at least 3 years and are now planning to enroll at IUPUI in order to complete their first undergraduate degree. The applicant must not have enrolled in any college-level courses during the three years prior to enrolling at IUPUI. Applications will be reviewed and the awardee selected by the Senior Academy Scholarship Committee. Applicants must (1) meet regular re-admission requirements to IUPUI, (2) have had a grade point average of at least 2.00 on a 4.00 scale from previous college credits, and (3) agree to enroll for at least 6 credit hours per semester. The applicant must also submit 1 letter of recommendation and complete an essay on your academic goals, community service, and why your experience during your absence from school will enhance your successful completion of your academic goals.

Women’s Rotary Club of Indianapolis Scholarship
$1,500
Non-traditional females returning after 3 years or more, enrolled at IUPUI for the academic year for education and preparation for re-entry into the job market and/or starting a new career are eligible to apply. Applicant must be 25 years or older. Contact Women’s Studies for more information at (317) 274-7611.

Altrusa Scholarship
$1,000
The Altrusa Foundation of Indianapolis, Inc. Scholarship is open to full or part-time non-traditional adult students, ten or more years since high school, who have completed at least 42 credit hours with a minimum 2.7 GPA and who are in good academic standing. Applicants must be seeking a certificate or under-graduate degree and be a U.S. citizen or permanent resident of Central Indiana (Marion and its 8 surrounding counties). The selection is based on financial need and academic potential.

See all here:

http://scholarships.iupui.edu/returning/returninglistings.html

and

http://scholarships.iupui.edu/continuing/additionalres.html
A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

IUPUI Center for Young Children
The Center for Young Children is located on the IUPUI campus in downtown Indianapolis. The Center provides child care and early childhood education for the University's diverse population as well as the general public and is also a supportive unit of IUPUI. The center is licensed through the state of Indiana. All of the children are encouraged and guided by experienced, degreed and professional teachers. Being part of the University, the Center also acts as a research and training site where students can put textbook theory to practice and faculty can investigate areas of early childhood development and family issues. CYC provides a safe and caring environment that promotes learning and child development. CYC offers year round programs for children ages 6 weeks - 5 years and also programs for school age children during the summer months.
Website:

http://www.childcare.iupui.edu/

A brief description of other policies and programs to support non-traditional students:

Office of Transfer Student Services:

http://transfer.iupui.edu/

Association for Non-Traditional Students:

https://theden.iupui.edu/organization/ANTS

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
Yes

Indicators that the institution is accessible and affordable to low-income students:

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<th>Percentage (0-100)</th>
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<td>The percentage of entering students that are low-income</td>
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<td>The graduation/success rate for low-income students</td>
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The percentage of student financial need met, on average  95

The percentage of students graduating with no interest-bearing student loan debt  58

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:  40

The website URL where information about the institution's affordability and access programs is available:
http://www.iport.iupui.edu/iupui/visionmission/

Data source(s) and notes about the submission:

https://www.iupui.edu/about/rankings-statistics.html


http://irds.iupui.edu/Portals/SDAE/Files/Documents/IUPUI%20Low%20Income%20Student%20Interventions%20FINAL.pdf

IUPUI Student Demographics
University College total enrollment for fall 2015 was 6,372 down from 6,953 in fall 2014. Part of the decline in total UC enrollment is due to the fact that more students are making a successful transition to their school of major. Additionally, UC has implemented policies and procedures to make sure students are gaining satisfactory progress toward gaining admittance into a degree-granting school. For example, the 56 Credit Hour Policy ensures that students who have met or exceeded 56 IU GPA credit hours (including transfer credit hours, if any) and are not making satisfactory academic progress in their major are strongly advised to pursue another major. Students with established majors must take only courses related to their major that are required for admittance into their degree school. Below are the demographics of IUPUI students as well as the demographics of UC students.

UC students tend to be slightly less academic prepared, more diverse (more likely to be African American) and younger than the overall IUPUI population of undergraduates.
Fall 2015 IUPUI (Indianapolis Only) First-Time, Full-Time Students
• 3,444 first-time, full-time students (only 5%/ 178 part-time)
  o 2,151 (59%) University College admits
  o 1,471 (41%) dual admits/direct-school admits
• 40 (1%) admitted conditionally
• 18 (.05%) 25 years of age or older
• 3,429 (95%) Indiana residents
• 105 (3%) international students
• 265 (7%) African American
• 280 (8%) Latino
• 42% received a Pell Grant (Fall 2014)
• 741 (21%) Twenty First Century Scholars (received state money)
• 1,138 (35%) first-generation students (neither parent attended college)
• 1,444 (40%) live in campus housing
• 291 (8%) enrolled in the IUPUI Honors College
• 64% attempted 15 or more credit hours in the first semester
• 3,371 (93%) students participated in first-year seminars. 1534 University College students participated.
• 877 (27%) participated in a themed learning community.
• 937 (26%) participated in the Summer Bridge Program
Health, Wellbeing & Work

Points Claimed  4.38
Points Available  7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by 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 and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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<td>Employee Compensation</td>
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<td>Assessing Employee Satisfaction</td>
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<td>Wellness Program</td>
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<td>Workplace Health and Safety</td>
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## Employee Compensation

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<td>Office of Sustainability</td>
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### Criteria

#### Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

#### Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.

2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).

3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.

- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.
Number of employees: 8,295

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements: 8,295

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?: Yes

Number of employees of contractors working on campus: 150

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements: 150

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

All Service/maintenance staff at IUPUI are covered by a collective bargaining unit. The union does not negotiate actual wages but can determine allocations of the salary pool as well as negotiate other working condition issues. The university has a minimum rate of pay for full-time staff of $10.00 per hour which is close to the poverty level for a family of four, but the rate is not directly tied to poverty levels by community across the state.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?: No

Number of staff and faculty that receive sustainable compensation: 7,048

Number of employees of contractors that receive sustainable compensation: ---

A brief description of the standard(s) against which compensation was assessed:
IU follows policy based on the federal FLSA, which states: The Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, record keeping, and child labor standards affecting full-time and part-time workers in the private sector and in Federal, State, and local governments.

http://www.dol.gov/whd/flsa/

Actual annual salaries that exceed $21,756 with no adjustment for benefits. Part-time, temporary and contract faculty whose salary did not meet that threshold are deemed not to have sustainable compensation.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:

Indiana University follows guidelines set forth by the Fair Labor Standards Act (FLSA). The FLSA is an employee protection act that establishes minimum wage, overtime pay, equal pay, and recordkeeping laws based on an employee's classification. In addition, in order to meet the needs of the IU community in an economy that is increasing the standard of living, IU has increased the minimum wage to $8.25, $1 higher than the state minimum wage.

Employees working 30 hours or more are considered full-time employees in accordance with the Affordable Care Act. As such, health and dental benefits are provided, with a wage no less than $8.25/hr.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

Employees working 29 hours or less are considered part-time employees in accordance with the Affordable Care Act. As such, health and dental benefits are not provided, with a wage no less than $8.25/hr.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

Temporary employees have either student or non-student status and are defined as those employees not occupying a budgeted line position (an appointed position) and are temporary, at will employees. Temporary employees are identified as nonexempt under the Fair Labor Standards Act and therefore are subject to the requirements for payment of overtime.

http://policies.iu.edu/policies/categories/human-resources/establishing-positions/temporary_pos
tions.shtml

A minimum salary of $9.00 per hour with FICA contribution.
A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:

Temporary employees have either student or non-student status and are defined as those employees not occupying a budgeted line position (an appointed position) and are temporary, at will employees. Temporary employees are identified as nonexempt under the Fair Labor Standards Act and therefore are subject to the requirements for payment of overtime.

http://policies.iu.edu/policies/categories/human-resources/establishing-positions/temporary Positions.shtml

Contracted flat rate of pay by credit hour taught with rates established by individual schools.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):

Student employment in the Indiana University system has three primary purposes: (1) to provide financial self-help so students may further their education; (2) to provide work opportunities that enhance the educational program through the learning of skills, responsibilities, habits, attitudes, and self-development associated with labor; (3) to increase interaction with faculty and the community so students may more readily adjust to university life. Student will be paid no less than $8.25/hr.

Graduate students typically receive a stipend set by the department but would include health care. Minimum wage for student employees is $10. Benefits are not available to student temporary workers.

http://hr.iu.edu/policies/temporary/students.html

The local legal minimum hourly wage for regular employees:

7.25 US/Canadian $

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 faculty and staff?:

Yes

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

Yes

The website URL where information about the institution’s sustainable compensation policies and practices is available:

stars.aashe.org
Data source(s) and notes about the submission:

*Paid student workers not included in these numbers for consistency with FTE and total faculty and staff numbers.
Assessing Employee Satisfaction

Score | Responsible Party
---|---
1.00 / 1.00 | Carol Mullins
| Sustainability Assessment Coordinator
| Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

Surveys are collected periodically from all IUPUI faculty and staff to better understand overall job satisfaction. Faculty are asked about teaching, research, service, and other aspects of their employment on campus, including engagement in high impact practices, community engagement, and other topics as needed. Staff are asked about professional development opportunities, opportunities to provide feedback, and other aspects of overall job satisfaction.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Surveys are delivered to all IUPUI faculty and staff to better understand overall job satisfaction. The Staff and Faculty council members of IUPUI, meet each month, unless specified otherwise. Meetings are open to everyone; however, only elected faculty, as specified by the Constitution, may vote on issues.
The year the employee satisfaction and engagement evaluation was last administered:
2,015

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:
http://irds.iupui.edu/Surveys/Faculty-and-Staff

Data source(s) and notes about the submission:

<table>
<thead>
<tr>
<th>Data source</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Research and Decision Support website</td>
<td>irds.iupui.edu/Surveys/Faculty-and-Staff</td>
</tr>
<tr>
<td>Faculty and staff assessments</td>
<td>irds.iupui.edu/Portals/SDAE/Files/Documents/2015FacultySurvey_CommunityEngagement.pdf</td>
</tr>
<tr>
<td>IUPUI Faculty Council website</td>
<td><a href="http://www.iupui.edu/~fcouncil/about.html">www.iupui.edu/~fcouncil/about.html</a></td>
</tr>
<tr>
<td>IUPUI Staff Council website</td>
<td><a href="http://www.iupui.edu/~scouncil/">www.iupui.edu/~scouncil/</a></td>
</tr>
</tbody>
</table>
Wellness Program

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Carol Mullins</td>
</tr>
<tr>
<td></td>
<td>Sustainability Assessment Coordinator</td>
</tr>
<tr>
<td></td>
<td>Office of Sustainability</td>
</tr>
</tbody>
</table>

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

<table>
<thead>
<tr>
<th>Students</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

1.) Indiana University system-wide provides Full-time Academic and Staff employee and their household members’ access to an Employee Assistance Program (IUEAP). An eligible participant has access to telephone helpline 365/24/7 and, with an EAP referral, may receive up to six face-to-face visits with a professional counselor.

IUEAP services are confidential and voluntary, and include assistance for depression, stress and anxiety, conflict in the workplace, drug and alcohol abuse, family and marital problems, and grief and loss. More information:

http://www.indiana.edu/~uhrs/benefits/eap.html
Supervisors may use IUEAP services as a resource for guidance in dealing with a troubled employee. In the event of a traumatic situation in the workplace, counselors can make onsite visits to provide critical incident debriefing.

All fees for the IUEAP program are paid by the University. There is no cost to employees for IUEAP services.

2.) IU also has a program called Healthy IU. This program aims to make healthy options easy and available for employees. This includes tools for living well, access to wellness classes, nutrition counseling, and opportunities for physical activity on campus with other employees.

The mission of Healthy IU is:
"Recognizing that employees perform their best when they are healthy and that optimal employee performance is necessary for Indiana University to be the preeminent institution of higher education in Indiana, Healthy IU exists to empower, educate, and provide necessary tools for healthy living for the university-wide campus community with specific focus on benefit-eligible employees and their covered family members."

More information:

https://healthy.iu.edu/

The website URL where information about the institution's wellness program(s) is available:

https://healthy.iu.edu/
## Workplace Health and Safety

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.88 / 2.00 | Carol Mullins  
Sustainability Assessment Coordinator  
Office of Sustainability |

### Criteria

**Part 1**

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

**Part 2**

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

### Please enter data in the table below:

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reportable workplace injuries and occupational disease cases</td>
<td>296</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>17,215</td>
</tr>
</tbody>
</table>

### Start and end dates of the performance year and baseline year (or three-year periods):

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>
A brief description of when and why the workplace health and safety baseline was adopted:

The institutional baseline was determined based on AAHSE STARS criteria for best practices and availability of consistent data.

A brief description of the institution’s workplace health and safety initiatives:

In an effort to maintain a safe and healthy campus and work environment, illnesses and injuries that occur on campus or during the course of employment with IUPUI must be reported. It is the intent of IUPUI to minimize illnesses and injuries by correcting identified causes when appropriate and feasible.

Injuries are reported as:
1) Non-emergency
2) Emergency/after hours

Emergency Medical Attention:
If you need immediate medical assistance or are unable to escort yourself to IUPUI Campus Health call 911 for ambulance assistance.

After hours:
Employees who are injured on the job during hours in which the IUPUI Campus Health clinic is closed (nights after 5:00 p.m. and before 7:30 a.m. and weekends) have three options for medical treatment depending on the nature of the injury:

Emergency - If the injury requires emergency medical treatment the employee must go to the IU Health Methodist Hospital Emergency Room. Call 911 for ambulance assistance. Emergencies include but are not limited to: difficulty breathing, loss of consciousness, chest pains, chemical spill exposures, broken bones, severe cuts.

Immediate Treatment - If the injury requires immediate medical attention that is non-emergent, employees are required to seek treatment at the IU Health-Occupational Services Park Fletcher clinic located at 5603 West Raymond Street.

Next Business Day - If the injury is minor and can be tolerated until the next business day, employees are required to go to the IUPUI Campus Health clinic located in Coleman Hall the next day.

The website URL where information about the institution’s workplace health and safety initiatives is available:
https://ehs.iupui.edu/industrial%20hygiene/index.html
Investment

Points Claimed  0.00

Points Available  7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
<td>0.00 / 2.00</td>
</tr>
<tr>
<td>Sustainable Investment</td>
<td>0.00 / 4.00</td>
</tr>
<tr>
<td>Investment Disclosure</td>
<td>0.00 / 1.00</td>
</tr>
</tbody>
</table>
## Committee on Investor Responsibility

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.00 / 2.00 | Gary Stratten  
Vice President and Chief Investment Officer  
IU Foundation |

### Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation (i.e. includes faculty, staff, and students) and otherwise meets the criteria for this credit?:**

No

**The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

---

**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

---

**Examples of CIR actions during the previous three years:**

---
The website URL where information about the CIR is available:

---

**Data source(s) and notes about the submission:**

Sustainable investment portfolios are available for individual employees through the two IU-sponsored providers of employee retirement plans (TIAA-CREF and Fidelity). By selecting this options, employees direct both their personal contributions, as well as IU's contributions, toward these responsible investment portfolios.
Sustainable Investment

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 4.00</td>
<td>Gary Stratten</td>
</tr>
<tr>
<td></td>
<td>Vice President and Chief Investment Officer</td>
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<tr>
<td></td>
<td>IU Foundation</td>
</tr>
</tbody>
</table>

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible 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 Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
• Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
• Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 1.00</td>
<td>Gary Stratten</td>
</tr>
<tr>
<td></td>
<td>Vice President and Chief Investment Officer</td>
</tr>
<tr>
<td></td>
<td>IU Foundation</td>
</tr>
</tbody>
</table>

### Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

---

### Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

No

### The percentage of the total investment pool included in the snapshot of investment holdings:

---

### A copy of the investment holdings snapshot:

---

### The website URL where the holdings snapshot is publicly available:

https://iufoundation.iu.edu/doc

---

### Data source(s) and notes about the submission:

Financial information such as financial highlights, quarterly investment performance reports, financial audits, public disclosure 990 and related party transactions, and annual operation budget are available at http://iufoundation.iu.edu/about/financial.html.

Information on investments can be found at http://iufoundation.iu.edu/about/financial/investment.html. The Indiana University Foundation's asset allocation is 44% public equity, 14% private equity, 16% absolute return, 16% real assets, and 10% fixed income. However, this information is not further broken down with the specificity intended by this credit's criteria.
Innovation

**Points Claimed**  4.00

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Innovation 2</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Innovation 3</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Innovation 4</td>
<td>1.00 / 1.00</td>
</tr>
</tbody>
</table>
Innovation 1

Score

1.00 / 1.00

Responsible Party

Jessica Davis
Director
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. 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.

9. 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.

10. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Campus Commute

A brief description of the innovative policy, practice, program, or outcome:
GO Express Travel has aligned with the efforts of the Sustainability Offices of both IU Bloomington and IUPUI to mitigate congestion and traffic concerns during the peak hours of commute between IU and IUPUI.

By providing an affordable, convenient, and timely means to get between the two campuses, the Campus Commute service will decrease the emissions footprint, and related fuel consumption of those commuting daily between the two IU Campuses.

Campus Commute runs non-stop, four times every weekday between the two campuses, with two bus stops at each campus. The route is geared toward faculty and staff, some of whom commute between the two campuses on a regular basis (although students and community members may ride as well). Previously the use of a campus or individual vehicle was the only viable option to make the trip.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
IUPUI saves $47 in business related travel for every employee that uses this service round-trip between campuses. The Campus Commute is too new to have assessed ridership and other measurable outcomes related to emissions reductions or other outcomes.

A letter of affirmation from an individual with relevant expertise:
LetterOfAffirmation_Kaplan_CampusCommute.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>No</td>
</tr>
<tr>
<td>Research</td>
<td>No</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>No</td>
</tr>
<tr>
<td>Topic</td>
<td>Status</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Dining Services</td>
<td>No</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>No</td>
</tr>
<tr>
<td>Purchasing</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste</td>
<td>No</td>
</tr>
<tr>
<td>Water</td>
<td>No</td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>No</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>Yes</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

**Other topic(s) that the innovation relates to that are not listed above:**

---

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


**Data source(s) and notes about the submission:**

Dawn Rhodes, IUPUI’s Vice Chancellor for Administration and Finance who was instrumental in helping get the shuttle up and running, thinks the shuttle will offer significant advantages to faculty, staff, students and administrators who must travel.

“The focus is really on sustainability,” she said. “The intercampus shuttle idea was generated from the motivation to be sustainable with potential savings being a byproduct. The shuttle will allow faculty, staff and students to travel safely between the two campuses and use their time productively in a comfortable environment, all while reducing our carbon footprint and conserving energy.” More information: [http://inside.iu.edu/headlines/2015-01-14-iub-iupui-shuttle.shtml](http://inside.iu.edu/headlines/2015-01-14-iub-iupui-shuttle.shtml)
Innovation 2

Score

1.00 / 1.00

Responsible Party

Jessica Davis
Director
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Campus Kitchen at IUPUI (CKIUPUI)

A brief description of the innovative policy, practice, program, or outcome:
The Campus Kitchen at IUPUI (CKIUPUI) is the 37th Campus Kitchen and the first to open in the state of Indiana. Operating out of the kitchen in the IUPUI Campus Center, CKIUPUI recovers food that would have otherwise gone to waste from Chartwells-run IUPUI Food Service, as well as other community food banks. This food is then be used to create nutritious meals for clients in the Indianapolis community. CKIUPUI currently partners with Wheeler Mission Ministries, an organization that provides programs and services for the homeless and those in need, as well as the Ronald McDonald House at Riley Hospital. The Campus Kitchen is sponsored by the IUPUI Office of Sustainability.

Our Mission
Strengthen Bodies by using existing resources to meet hunger and nutritional needs in our community; Empower Minds by providing leadership and service learning opportunities to students, and educational benefits to adults, seniors, children and families in need; and Build Communities by fostering a new generation of community-minded adults through resourceful and mutually beneficial partnerships among students, social service agencies, businesses and schools.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
Since opening in October 2014, CKIUPUI has:
- engaged 501 student volunteers
- in 1528 hours of service
- recovered 9,989 lbs of food
- prepared 4,250 meals
- added $17,995 in economic value to the community

A letter of affirmation from an individual with relevant expertise:
LetterOfAffirmation_Barton_CKIUPUI.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
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<td>Topic</td>
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<td>Public Engagement</td>
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<td>Buildings</td>
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<td>Dining Services</td>
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<td>Grounds</td>
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<td>Coordination, Planning &amp; Governance</td>
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<tr>
<td>Diversity &amp; Affordability</td>
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<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>Yes</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
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</table>

**Other topic(s) that the innovation relates to that are not listed above:**
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**The website URL where information about the innovation is available:**
https://sustainability.iupui.edu/topics/campus-kitchen.asp
Innovation 3

Score

1.00 / 1.00

Responsible Party

Jessica Davis
Director
Office of Sustainability

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Title or keywords related to the innovative policy, practice, program, or outcome:
IUPUI Arts and Humanities Institute - Rivers of the Anthropocene Project

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

“Rivers of the Anthropocene” addresses a fundamental problem facing scholars and policy makers alike: despite important advances in our understanding of the earth as a system — one in which humans and human systems have become recognized as prime agents in effecting changes to the earth — we have yet to create an approach that brings together scholars of earth systems with scholars of human systems. This is to the detriment of our overall understanding of global ecological change and limits our ability to respond to escalating crises. Without integrating methods from the earth sciences, social sciences, and humanities, scholars of the environment lose important tools in tackling some of the biggest issues facing humanity in the 21st century. As humans continue to play an increasingly significant role in altering their planet, it is incumbent upon environmental scholars to understand the human-environment interface in all its complexities. It is not enough that scientists measure what humans have done or what they can do to shift environmental systems; it is necessary that they work hand-in-hand with specialists in human systems to understand the limits and feedback mechanisms that beliefs, practices, ideologies, social structures, and cultural norms impose on human action. A comparative study of international river systems is a good place to begin building more meaningful bridges across the science-humanities divide, and it addresses the pressing issue of global water insecurity, which 80% of the earth’s population faces.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Rivers of the Anthropocene Research Network recognizes that only by bringing together our areas of expertise — by bridging the humanities, human sciences, earth sciences — are we likely to discover sustainable solutions to the complex environmental problems that we face in the 21st century.

About Rivers of the Anthropocene

80% of the world’s population is under the imminent threat of water insecurity and biodiversity loss. These stresses on the environment threaten nearly every person on the planet and have the potential to lead to catastrophic disease, hunger, and warfare.

This problem is one of the most pressing challenges of this century, and it cannot be solved by creative technological or policy solutions alone. It requires a multidisciplinary approach and set of solutions premised on an understanding of the complex historical and cultural dynamics between human societies and their environments.

Humans’ relationships with their environments — particularly freshwater environments, such as rivers — are rarely simple. Rivers, for example, often serve as resources upon which humans impose conflicting demands. Most obviously, rivers have served as both sources of clean water and as sinks for domestic and industrial waste. Often, the consequences of human use is unintended and unanticipated, and, importantly, these consequences emerge from multi-local activities which have complex roots in disparate political, economic, social, and cultural systems and practices.

Over the past 250 years, the impact of humans on river ecologies has been profound. Population growth, fossil fuels, global commerce, and industrial chemical processes have combined to amplify and accelerate the environmental consequences of human development. Human migrations have been accompanied by the decline of native species and the introduction of exotics. Agricultural runoff and factory emissions have transformed river ecologies far away from the point of pollution. And, a combination of dredging, building levees and locks, and wetlands development, have altered habitats and stressed ecosystems.
Rivers of the Anthropocene brings together scientists, humanists, social scientists, artists, policy makers, and community organizers to begin a new type of discussion about humans and their river environments — one in which specialists can speak across disciplinary and professional boundaries; one in which the methods and scholarship of each field informs the others.

The first stage of “Rivers of the Anthropocene” created a flexible, interdisciplinary methodological and conceptual framework for examining the human-environment interface, one in which specialists in the earth sciences can learn from the approaches of the humanities and human sciences and vice versa.

A letter of affirmation from an individual with relevant expertise:
LetterOfAffirmation_Kelly_RiversOfTheAnthropocene.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

<table>
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<tr>
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<td>Public Engagement</td>
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<td>Purchasing</td>
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<td>Transportation</td>
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<tr>
<td>Waste</td>
<td>No</td>
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<tr>
<td>Water</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Coordination, Planning & Governance | Yes
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Diversity & Affordability | No
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Health, Wellbeing & Work | No
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Investment | No
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Other topic(s) that the innovation relates to that are not listed above:
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The website URL where information about the innovation is available:
https://rivers.iupui.edu/cms/tag/anthropocene/
Innovation 4

<table>
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<tr>
<td>1.00 / 1.00</td>
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Title or keywords related to the innovative policy, practice, program, or outcome:
Climate Change Interactive Website

A brief description of the innovative policy, practice, program, or outcome:
An interactive website created by an environmental epidemiologist at Indiana University-Purdue University Indianapolis that shows how climate change will impact Indianapolis has won a national environmental climate change competition.

The National Institute of Environmental Health Sciences, one of the centers that make up the National Institutes of Health, awarded a first-place prize of $10,000 to Yi Wang, an assistant professor in the Richard M. Fairbanks School of Public Health. Wang worked with public health undergraduate and graduate students, the Society of Chemical Hazard Communication, the Environmental Protection Agency's Toxic Inventory Release, and Indianapolis' Near Westside community to develop the website, titled "The Effects of Climate Change on the Future of Local Communities."

The prototype is currently designed for Indianapolis' Near Westside community, but it can easily be replicated for other communities. It will be featured in the U.S. Climate Resilience Toolkit. Created by the White House, the toolkit provides scientific tools, information and expertise to help communities and their residents manage their climate-related risks and opportunities and improve resilience to extreme events.

The National Institute of Environmental Health Sciences held the Climate Change and Environmental Exposures Challenge to develop additional tools needed to identify people and places at risk from climate change-related environmental hazards. "Climate change is likely to alter the risks posed by environmental exposures in ways that are just beginning to be explored," according to the agency's website. "By creating data visualization tools and maps that connect current science on climate change to the exposure pathways for environmental hazards, innovators can help identify areas and people at greatest risk and help to prioritize protective actions."

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
The website developed by Wang's team provides multiple maps of Indianapolis showing environmental hazards that will be impacted by climate change. Among them are:
• Flooding: The effect of increased precipitation on vulnerable and hazardous areas;
• Air pollution: The effect of temperature on ozone formation; and
• Extreme heat: The effect of urban heat on cardiovascular health, including stroke and heart attack during the hottest days of summer.

The maps are important not only because they show how climate change events affect existing environmental hazards in the greater Indianapolis area, but also because they make the information easy to understand for community residents and policymakers.

A letter of affirmation from an individual with relevant expertise:
LetterOfAffirmation_Wang_ClimateChangeTool.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):
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**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available:** stars.aashe.org
**Data source(s) and notes about the submission:**

Access interactive website here:
https://iu.maps.arcgis.com/apps/MapSeries/index.html?appid=06b80da28bcc43909fb48c50c46779f3