Florida Institute of Technology

STARS REPORT

Date Submitted: March 1, 2017
Rating: Bronze
Score: 39.47
Online Report: Florida Institute of Technology
STARS Version: 2.1
Wait, Wait! Don’t Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

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** 39.47  
**Rating:** Bronze

### Institutional Characteristics

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Characteristics</td>
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</table>

### Academics

<table>
<thead>
<tr>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>23.37 / 40.00</td>
</tr>
<tr>
<td>Research</td>
<td>14.00 / 18.00</td>
</tr>
</tbody>
</table>

### Engagement

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Engagement</td>
<td>8.13 / 21.00</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>8.90 / 20.00</td>
</tr>
</tbody>
</table>

### Operations

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air &amp; Climate</td>
<td>0.00 / 11.00</td>
</tr>
<tr>
<td>Buildings</td>
<td>0.22 / 8.00</td>
</tr>
<tr>
<td>Energy</td>
<td>5.21 / 10.00</td>
</tr>
<tr>
<td>Food &amp; Dining</td>
<td>0.00 / 8.00</td>
</tr>
<tr>
<td>Grounds</td>
<td>0.56 / 4.00</td>
</tr>
<tr>
<td>Purchasing</td>
<td>1.49 / 6.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>2.95 / 7.00</td>
</tr>
<tr>
<td>Waste</td>
<td>3.73 / 10.00</td>
</tr>
<tr>
<td>Water</td>
<td>1.89 / 6.00</td>
</tr>
</tbody>
</table>

### Planning & Administration

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination &amp; Planning</td>
<td>4.00 / 8.00</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>3.31 / 10.00</td>
</tr>
<tr>
<td>Investment &amp; Finance</td>
<td>0.00 / 7.00</td>
</tr>
<tr>
<td>Wellbeing &amp; Work</td>
<td>1.57 / 7.00</td>
</tr>
</tbody>
</table>

### Innovation & Leadership
<table>
<thead>
<tr>
<th>Category</th>
<th>Score / Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary Practice</td>
<td>0.00 / 0.00</td>
</tr>
<tr>
<td>Innovation</td>
<td>0.00 / 0.00</td>
</tr>
</tbody>
</table>

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 include data related to an institution’s boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution’s public STARS report.

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 /</td>
<td>Daniel Sutton</td>
</tr>
<tr>
<td></td>
<td>University Sustainability Officer</td>
</tr>
<tr>
<td></td>
<td>Facilities</td>
</tr>
</tbody>
</table>

**Criteria**

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

---

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

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

Doctorate

**Institutional control (Public, Private for-profit, or Private non-profit):**

Private non-profit

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

The institutions main campus boundary consists of property within the surrounding Melbourne, FL area totaling approximately 177 acres. The main campus area comprises 138 acres located at 150 W. University BLVD, Melbourne, FL 32901. The university also has satellite properties located throughout the surrounding Melbourne community that it considers as part of the main campus as operations and classes are held at these sites for students who study at the institution. These surrounding satellite properties consist of an additional 39 acres. The university is limited in its ability to expand within the original campus boundary's and has had to expand into the surrounding community.

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

<table>
<thead>
<tr>
<th>Feature</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>No</td>
<td>No</td>
</tr>
<tr>
<td>Feature</td>
<td>Florida Tech</td>
<td>STARS</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Florida Tech is a technological university and does not offer extensive medical and agricultural programs that warrant having an agricultural school, medical school or the buildings associated with said programs.

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

All data sourced from Office of Institutional Research
### Operational Characteristics

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / Total adjusted for non-applicable credits</td>
<td>Daniel Sutton</td>
</tr>
<tr>
<td></td>
<td>University Sustainability Officer</td>
</tr>
<tr>
<td></td>
<td>Facilities</td>
</tr>
</tbody>
</table>

#### Criteria

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

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

**Endowment size:**

62,088,227 US/Canadian $

**Total campus area (i.e. the total amount of land within the institutional boundary):**

177 Acres

**Locale:**

Mid-size city

**IECC climate zone:**

2 - Hot

**Gross floor area of building space:**

2,108,823.22 Gross Square Feet

**Floor area of laboratory space:**

114,980 Square Feet

**Floor area of healthcare space:**

1,936.32 Square Feet

**Floor area of other energy intensive space, e.g. data centers, food production space, convenience stores:**

4,842 Square Feet
Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

The gross floor area of building space does not represent any facility associated with FIT Aviation LLC as that operates as a stand alone company apart from the University.
## Academics and Demographics

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 /</td>
<td>Daniel Sutton</td>
</tr>
<tr>
<td></td>
<td>University Sustainability Officer</td>
</tr>
<tr>
<td></td>
<td>Facilities</td>
</tr>
</tbody>
</table>

### Criteria

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

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

**Number of academic divisions (e.g. colleges, schools):**
7

**Number of academic departments (or the equivalent):**
19

**Number of students enrolled for credit:**
9,225

**Total number of employees (staff + faculty):**
1,433

**Full-time equivalent student enrollment (undergraduate and graduate):**
4,509

**Full-time equivalent of employees (staff + faculty):**
1,096

**Full-time equivalent of students enrolled exclusively in distance education:**
1,156

**Number of students resident on-site:**
Number of employees resident on-site: 3

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable): 68

Weighted campus users, performance year: 3,798.75

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

All data sourced from the Office of Institutional Research, Florida Institute of Technology.
Academics

Curriculum

Points Claimed  23.37

Points Available  40.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
<td>10.87 / 14.00</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>1.30 / 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>0.00 / 2.00</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
<td>3.20 / 4.00</td>
</tr>
</tbody>
</table>
Academic Courses

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.87 / 14.00</td>
<td>Ken Lindeman</td>
</tr>
<tr>
<td></td>
<td>Professor of Education and Interdisciplinary Studies</td>
</tr>
<tr>
<td></td>
<td>Education and Interdisciplinary Studies</td>
</tr>
</tbody>
</table>

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in G. Standards and Terms.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see F. Measurement, G. Standards and Terms, and the Credit Example, below. 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.
Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see F. Measurement.
Part 2

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

<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>3,315</td>
<td>3,450</td>
</tr>
<tr>
<td>Number of sustainability courses offered</td>
<td>65</td>
<td>40</td>
</tr>
<tr>
<td>Number of courses offered that include sustainability</td>
<td>410</td>
<td>308</td>
</tr>
</tbody>
</table>

Percentage of courses that are sustainability course offerings:

12.17

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

19

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

18

Percentage of academic departments with sustainability course offerings:

94.74

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

Course Descriptions_3.xlsx

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

Three

A brief description of the methodology used to determine the total number of courses offered and to identify
sustainability course offerings, including the definitions used and the process for reviewing and/or validating the course inventory:

The university utilized the streamline method of counting courses as explained in the technical manual. Each course offered in the Florida Institute of Technology course catalog was counted only once per academic year regardless of the number sections offered each semester. The number of times that sustainability focused and sustainability related courses were offered from Fall 2014 through Spring 2017 were then generated from FIT's course offerings from fit.edu's schedule of classes.

Courses derived from the course catalog for Three academic years.
Academic year 2014-2015
Academic year 2015-2016
Academic year 2016-2017

Each indicated course may not have been available during each of the three years.

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

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

---

Are the following course types included in the inventory?:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes (included) or No (not included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>Yes</td>
</tr>
<tr>
<td>Practicums</td>
<td>No</td>
</tr>
<tr>
<td>Independent study</td>
<td>No</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis / dissertation</td>
<td>No</td>
</tr>
<tr>
<td>Clinical</td>
<td>No</td>
</tr>
<tr>
<td>Physical education</td>
<td>No</td>
</tr>
<tr>
<td>Performance arts</td>
<td>No</td>
</tr>
</tbody>
</table>
The website URL where information about the programs or initiatives is available:
---

Additional documentation to support the submission:
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Data source(s) and notes about the submission:

Data includes Melbourne campus and Online, not Extended Studies courses. Data sourced from the Florida Institute of Technology University catalog and the Office of Institutional Research.

Course counts between what is reported above and in the inventory differ. See methodology for explanation.
Learning Outcomes

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30 / 8.00</td>
<td>Ken Lindeman</td>
</tr>
<tr>
<td></td>
<td>Professor of Education and Interdisciplinary Studies</td>
</tr>
<tr>
<td></td>
<td>Education and Interdisciplinary Studies</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 (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

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 the: Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component of 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 G. Standards and Terms. While they do not necessarily have to use the term “sustainability”, learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program’s graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the Undergraduate Program and Graduate Program credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the Academic Courses credit).

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

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):

3,433

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:

558
Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome: 16.25

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

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?: No

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?: No

A list or brief description of the institution level or division level sustainability learning outcomes:

---

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?: Yes

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

BS:
- Sustainability Studies
- Aviation Meteorology
- Meteorology
- Biological Science (General)
- Biological Science (Aquaculture)
- Biological Science (Marine)
- Biological Science (Molecular)
- Biological Science (Conservation Biology/Ecology)
- Environmental Science
- Interdisciplinary Science
- Oceanography
- Ocean Engineering
- Civil Engineering
- Business and Environmental Studies
- Psychology (B.S)
- Psychology (B.A.)

MS:
- Biological Science (Ecology)
Biological Science (Marine)  
Conservation Technology  
Environmental Resource Management  
Environmental Science  
Oceanography (Costal Zone Management)  
Oceanography (Biological)  
Interdisciplinary Science  
Environmental Education

PHD:  
Biological Science  
Oceanography  
Environmental Science  
Environmental Education

Minor:  
Sustainability  
Aviation Environmental Science  
Oceanography  
Environmental Science

Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:  
Yes

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

Program(s): Sustainability Studies B.S., Sustainability Minor  
Course: ISC 1500 Intro to Sustainability  
—Increased knowledge of the conceptual history and logic of sustainability practices.  
—Increased understanding of systems thinking tools and the decomposition of complexity.  
—Increased understanding of real-world applications of current sustainability principles.  
—Recognition of uncertainty envelopes and constraints on predictive knowledge.  
—Ability to discuss common sustainability issues from multiple perspectives.  
—Experience with the measurement of sustainability: utilizing indicators and other tools.  
—Ability to apply best practices in sustainability to one’s specific field of interest.  
—Ability to apply interdisciplinary approaches to sustainability outside of one’s field.  
—Experience with the challenges and opportunities of applying science to governance.  
—Improved critical reading and writing skills within both scientific and policy documents.  
—Messaging skills needed to deliver scientific information to popular audiences.  
—Experience in abstract theoretical evaluation of sustainability challenges and solutions.

Program(s): Biological Science (General) B.S., Biological Science (Aquaculture) B.S., Biological Science (Marine) B.S., Biological Science (Conservation Biology/Ecology) B.S.  
Course: BIO 3410 General Ecology  
—Identify the main areas of study in the field of ecology and relate these areas to other fields of study within biology.  
—Describe the ecological and evolutionary influence of abiotic factors on organisms and how these factors affect the distribution and
abundance of species.
—Describe, compare and contrast geometric, exponential, and logistic population growth and apply these models to natural populations (e.g. students will be able to estimate future population size).
—Explain how biotic interactions, including competition and predation, influence population growth and the likelihood of (local) extinction of the species involved.
—Relate life-history patterns to population parameters and to the extinction risk of populations of threatened/endangered species, as well as and introduced species.
—Explain how ecologists measure diversity, and how abiotic and biotic factors shape community diversity from local to regional scales.
—Describe basic models of energy flow through ecosystems, including the processes of photosynthesis (primary production) and decomposition, and list the factors controlling these processes.
—Describe the processes and components shaping natural nutrient cycles, and climate and oceanic circulation patterns, and illustrate how human impacts are disrupting these systems at a global scale.
—Describe the physical structure, biotic communities, natural disturbances, and human impacts on ecosystems.

Program(s): Biological science (Premedical) B.S.
Course: Biological Discovery II
— Evaluate the hierarchal structure and function of living systems, including the origin and history of life on Earth.

Program(s): Aviation Meteorology B.S., Meteorology B.S.
Course: OCN 2704 Meteorology
-Explain the physical laws governing the structure and evolution of atmospheric phenomena spanning a broad range of spatial and temporal scales.
-Apply mathematical tools to study atmospheric processes.
-Explain the principles behind, and use of, meteorological instrumentation.

Program: Environmental Science B.S., Environmental Science Minor, Business and Environmental Studies B.S.
Course: ENS 1001 The Whole Earth Course
—Understand the relationships between the "spheres," cosmosphere, lithosphere, hydrosphere, atmosphere, biosphere and anthroposphere, in understanding how the earth works by using an integrated understanding of the fundamental sciences, physics, mathematics, chemistry and biology.

Program(s): Oceanography B.S., Ocean Engineering B.S., Oceanography Minor
Courses: OCN 1010 Intro to Oceanography
—Maintain an integrated understanding all specific concepts of oceanography into a multidisciplinary analysis of the Earth.

Program(s): Civil Engineering B.S.
Course: CVE 4060 Transportation Engineering
—Complete level of service analysis for basic freeway segment.
—Design and conduct a safety analysis.
—Forecast demand for a transportation system.

Program(s): Psychology (B.S), Psychology (B.A.)
Course: PSY 3421 Psychology of Learning and Motivation
—Understand the principles of learning and motivation based primarily on infrahuman studies in classical and instrumental conditioning.

Program(s): Aviation Environmental Science Minor B.S.
Course: ENS 4300 Renewable Energy and the Environment
—Understand human energy needs; alternative generating systems; renewable sources including biomass, hydro, ocean current, solar and wind; socioeconomic implications of sustainable energy.
Program(s): Conservation Technology M.S.
Course: BUS 4426 Environmental and Resource Economics
—Integrate the behavioral sources of environmental problems by understanding property rights, externalities, cost-benefit analysis, depletable and recyclable resources, pollution control, population growth, sustainable development, ecotourism and environmental justice.

Program(s): Environmental Resource Management M.S.
Course: BIO 5030 Conservation Genetics
—Apply population genetic theory and emphasizes molecular methods to identify evolutionary significant units, assess genetic diversity, understand the evolution of small populations and manage threatened populations.

Program(s): Environmental Science M.S., Oceanography (Coastal Zone Management) M.S., Oceanography (Biological) M.S., Chemical Oceanography M.S.
Course: OCN 5210 Marine and Environmental Chemistry
—Understand chemical composition and important reactions along the global water cycle including rain, soil and groundwater, rivers, lakes, estuaries and seawater.

Program(s): Environmental Education M.S.
Course: EDS 5440 Methods for Citizenship and Environmental Responsibility
—Evaluate rationales and strategies for teaching citizenship and environmental responsibility.

The website URL where information about the programs or initiatives is available:
http://www.fit.edu/sustainability/

Additional documentation to support the submission:
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Data source(s) and notes about the submission:

Data includes Melbourne campus only, not Online or Extended Studies. Data sourced from the Office of Institutional Research and the Florida Institute of Technology degree programs' websites.

The university only counted programs that had to take a Sustainability Course as defined by AC-1, academic courses credit. Programs that included courses that included sustainability were not counted in this credit.
### Undergraduate Program

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</table>
| 3.00 / 3.00 | Ken Lindeman  
    Professor of Education and Interdisciplinary Studies  
    Education and Interdisciplinary Studies |

#### 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).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the *Continuing Education* credit in Public Engagement.

"---" 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 (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:**

Yes

**Name of the sustainability-focused undergraduate degree program:**

Sustainability Studies, B.S.

**A brief description of the undergraduate degree program:**

Sustainability professionals use combinations of interdisciplinary skills to create and manage complex social, environmental, and economic systems within a wide array of occupations. The program curricula expands on Florida Tech’s well-known science and technology strengths and adds a unique combination of business and social science courses to produce unusually well rounded graduates that can operate across multiple disciplines in the 21st century workforce. Four concentrations are offered: Technology & Engineering, Business & Economics, Environmental Sciences, and Social Sciences.

The program emphasizes advanced educational experiences, hands-on projects (individually and in teams), opportunities for research on campus or internships in the community, and the training of graduates who will excel either in the changing job market or interdisciplinary graduate schools. Final capstone projects use a campus classroom model: students address real-world sustainability
challenges to generate explicit products and build applied skills.

The website URL for the undergraduate degree program:
http://www.fit.edu/programs/7039/bs-sustainability-studies#.WCy0adIrL0N

Name of the sustainability-focused, undergraduate degree program (2nd program):
Conservation Biology and Ecology, B.S.

A brief description of the undergraduate degree program (2nd program):
Conservation biology and ecology is an interdisciplinary field of study that examines how living organisms interact with each other and with their environment, as well as how to mitigate the pressures that development and climate change impose on natural systems. Whether you want to explore the migratory behaviors of endangered species, work in ecosystem conservation and restoration or become a manager of natural resources, an ecology degree from Florida Tech gives you hands-on experience in environmental analysis and experimentation and prepares you for a career. Students in the conservation and ecology degree program build a strong foundation in biology and a well-rounded background in conservation science, with an emphasis on ecological principles.

The website URL for the undergraduate degree program (2nd program):
http://www.fit.edu/programs/7029/bs-biological-sciences-conservation-biology-ecology#.WCy1i9IrL0N

Name of the sustainability-focused, undergraduate degree program (3rd program):
Business and Environmental Studies, B.S.

A brief description of the undergraduate degree program (3rd program):
In this novel program, we combine a traditional business core with 40-plus hours of environmental studies electives ensuring students understand the triple bottom line of people – planet – profits. The business and environmental studies degree is suited for students who want a well-rounded business experience complemented with rigorous environmental thought. Graduates seek business careers that sustain the natural environment and value social, environmental and cultural diversity. In this novel program, we combine a traditional business core with 40-plus hours of environmental studies electives ensuring students understand the triple bottom line of people – planet – profits. The business and environmental studies degree is suited for students who want a well-rounded business experience complemented with rigorous environmental thought. Graduates seek business careers that sustain the natural environment and value social, environmental and cultural diversity.

The website URL for the undergraduate degree program (3rd program):
http://www.fit.edu/programs/7167/bs-business-and-environmental-studies#.WCy2LNlrL0N

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

Biological Science (General):
http://www.fit.edu/programs/7022/bs-biological-sciences-general#.WCosPkJr70
Biological Science (Aquaculture):
http://www.fit.edu/programs/7026/bs-biological-sciences-aquaculture#.WCosRk3ru70

Biological Science (Marine Biology):
http://www.fit.edu/programs/7023/bs-biological-sciences-marine#.WCosPE3ru70

Biological Science (Biomedical Sciences):
http://www.fit.edu/programs/7091/bs-biological-sciences-biomedical-science#.WCouhU3ru70

Environmental Science:
http://www.fit.edu/programs/7222/bs-environmental-science#.WCosBE3ru70

Interdisciplinary Science:
http://www.fit.edu/programs/7035/bs-interdisciplinary-science#.WCOr2U3ru70

Oceanography:
http://www.fit.edu/programs/7080/bs-oceanography#.WCOrzE3ru70

Ocean Engineering:
http://www.fit.edu/programs/7084/bs-ocean-engineering#.WCoryk3ru70

STEM Education:
http://www.fit.edu/programs/7155/bs-stem-education/classes#.WCosa03ru70

Biomathematics:
http://www.fit.edu/programs/7078/bs-biomathematics#.WCouo03ru70
Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:
Yes

Name of the sustainability-focused undergraduate minor, concentration or certificate:
Sustainability, Minor

A brief description of the undergraduate minor, concentration or certificate:
Florida Tech’s Minor in Sustainability is available to undergraduates from any of the colleges on campus. Since 2010, students from 25 majors from all five colleges have completed this program. The minor consists of 7 courses (3 required, 4 elective) that total 19 credits. The required courses are: Introduction to Sustainability (ISC 1500, 3 credits), Sustainability Project Design (ISC 3999, 1 credit), Applied Sustainability (ISC 4000, 3 credits) For the remaining 4 elective courses, students take 1 course within each of these 4 topic areas: Environmental Sciences, Business, Technology, and Social Sciences/Humanities. FIT has over 80 eligible courses among these four sustainability topic areas.

The website URL for the undergraduate minor, concentration or certificate:
http://www.fit.edu/programs/6040/none-sustainability#.WCy4G9IrL0M

Name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):
Aviation Environmental Science, Minor

A brief description of the undergraduate minor, concentration or certificate (2nd program):
College of Aviation students have a new Aviation Environmental Science Minor option. The four required courses are: AVM 1000 Introduction to Aviation or AVT 1001 Aeronautics 1, AVM 3201 Aviation Planning, AVS 2402 Introduction to Aviation Environmental Science, AVS 4402 Aviation Sustainability. Electives involve taking two courses of these options: AVM 3202 Airport Design, AVS 1201 Aviation Meteorology, ENS 3101 Atmospheric Environments, ENS 4300 Renewable Energy and the Environment.

The website URL for the undergraduate minor, concentration or certificate (2nd program):
http://www.fit.edu/programs/6118/none-aviation-environmental-science#.WCy4NdIrL0M

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

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Additional documentation to support the submission:

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Data source(s) and notes about the submission:

Data from Melbourne campus only, not Online or Extended Studies. Data sourced from the Florida Institute of Technology website.
Graduate Program

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<th>Score</th>
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<tr>
<td>3.00 / 3.00</td>
<td>Ken Lindeman</td>
</tr>
<tr>
<td></td>
<td>Professor of Education and Interdisciplinary Studies</td>
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<tr>
<td></td>
<td>Education and Interdisciplinary Studies</td>
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</tbody>
</table>

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).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

"---" 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 (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?

Yes

Name of the sustainability-focused graduate-level degree program:

Environmental Science, M.S.

A brief description of the graduate-level degree program:

The master's in environmental science at Florida Tech prepares graduates for career opportunities and advanced academic studies in the use, control and preservation of environmental resources. This master's help highly skilled scientists to develop data and information to help decision makers craft policies on the use and protection of our natural environment.

The website URL for the graduate-level degree program:

http://www.fit.edu/programs/8128/ms-environmental-science#.WCoXIE3ru70

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stars.aashe.org Florida Institute of Technology | STARS Report | 30
Name of the sustainability-focused, graduate-level degree program (2nd program):
Conservation Technology, M.S.

A brief description of the graduate degree program (2nd program):
This interdisciplinary field examines genetics, geographic information systems and ecological modeling so students develop the expertise they need to create solutions for today's most challenging conservation issues – such as climate change analysis, water quality and diseases among oceanic plants and animals. Conservation scientists and ecologists also manage, improve and protect the country's natural resources.

The website URL for the graduate degree program (2nd program):
http://www.fit.edu/programs/8026/ms-conservation-technology#.WCDrHS0rK1s

Name of the sustainability-focused, graduate-level degree program (3rd program):
Environmental Resource Management, M.S.

A brief description of the graduate degree program (3rd program):
In addition to learning the fundamentals of biological and chemical environmental processes in Environmental Resource Management program, students are knowledgeable in local and global cause and effect relationships of human activities among the development and use of environmental resources. Students learn how to analyze and manage natural environments for human benefit while maintaining ecosystem health.

The website URL for the graduate degree program (3rd program):
http://www.fit.edu/programs/8135/ms-environmental-resource-management#.WCoX_E3ru70

The name and website URLs of all other sustainability-focused graduate-level degree programs:
Ecology:
http://www.fit.edu/programs/8021/ms-biological-science-ecology#.WBOlrNlrl0M

Marine Biology:
http://www.fit.edu/programs/8023/ms-biological-science-marine-biology#.WBOqONIrL0M

Oceanography (Coastal Zone Management):http://www.fit.edu/programs/8087/ms-oceanography-coastal-zone-mgmt#.WBOIrNlrl0M
Geological Oceanography:
http://www.fit.edu/programs/8088/ms-oceanography-geological-oceanography#.WBOrX9IrL0M
Physical Oceanography:
http://www.fit.edu/programs/8083/ms-oceanography-physical-oceanography#.WBOrYNIrL0M

Biological Oceanography:
http://www.fit.edu/programs/8081/ms-oceanography-biological-oceanography#.WBOrWNIrL0M

Interdisciplinary Science:
http://www.fit.edu/programs/8035/ms-interdisciplinary-science/classes#.WBOqctIrL0M

Environmental Education:
http://www.fit.edu/programs/8119/ms-environmental-education#.WBOHNIrL0M

Earth Remote Sensing:
http://www.fit.edu/programs/8089/ms-earth-remote-sensing#.WBOGNIrL0M

Human Centered Design:
http://www.fit.edu/programs/8200/ms-human-centered-design#.WBOrMNIrL0M

Logistics- Humanitarian and Disaster Relief:
http://www.fit.edu/programs/8410/ms-logistics-mgmt-humanitarian-and-disaster-relief#.WBOrP9IrL0

Airport Management:
http://www.fit.edu/programs/8214/msa-aviation-airport-development#.WBOuldIrL0M

Supply Chain Management:
http://www.fit.edu/programs/8352/ms-supply-chain-management#.WBOrgNIrL0M

Biological Science (PhD):
stars.aashe.org
http://www.fit.edu/programs/9021/phd-biological-sciences#.WBOqV9IrL0M

Oceanography (PhD):

http://www.fit.edu/programs/9081/phd-oceanography#.WBOrVtIrL0M

Environmental Science (PhD):

http://www.fit.edu/programs/9128/phd-environmental-science#.WBOrINIrL0M

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:
No

Name of the graduate-level sustainability-focused minor, concentration or certificate:
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A brief description of the graduate minor, concentration or certificate:
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The website URL for the graduate minor, concentration or certificate:
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Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):
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A brief description of the graduate minor, concentration or certificate (2nd program):
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The website URL for the graduate minor, concentration or certificate (2nd program):
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Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):
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A brief description of the graduate minor, concentration or certificate (3rd program):
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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:
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Additional documentation to support the submission:
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Data source(s) and notes about the submission:
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Data from Melbourne campus only, not Online or Extended Studies. Data sourced from the Florida Institute of Technology website.
Immersive Experience

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<td>2.00 / 2.00</td>
<td>Ken Lindeman&lt;br&gt;Professor of Education and Interdisciplinary Studies&lt;br&gt;Education and Interdisciplinary Studies</td>
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</table>

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 is one week or more in length?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:

The biology department offers a sustainability-focused immersive program in the Amazonian rainforest of Peru during the summer. The class is hosted by a leading paleo-climate expert and focuses on impacts of human activities on past and present ecology. Paleo-climatology is integrated with modern ecology to compare sites with and without past human impacts. Students also conduct field techniques that include forest census in megadiverse environments.

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

http://cos.fit.edu/biology/summer/peru.php

Additional documentation to support the submission:

stars.aashe.org
Data source(s) and notes about the submission:

There are several other immersive courses that could be included in this credit, including Coral Reef Ecology, Ecology of the Galapagos. Also, this upcoming spring break, Florida Tech's Office of Civic Engagement created the program "Florida Tech Alternate Spring Break". Their focus is to facilitate service and education immersion experiences for students to serve with and educate in diverse communities, learn about social issues, and become lifelong active citizens.
Sustainability Literacy Assessment

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| 0.00 / 4.00 | Ken Lindeman  
Professor of Education and Interdisciplinary Studies  
Education and Interdisciplinary Studies |

Criteria

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

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
## Campus as a Living Laboratory

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<td>3.20 / 4.00</td>
<td>Ken Lindeman \nProfessor of Education and Interdisciplinary Studies \nEducation and Interdisciplinary Studies</td>
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### Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

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 (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit, credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under “Public Engagement”. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

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**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:**

[stars.aashe.org](https://stars.aashe.org)
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

The GHG emissions of the entire FIT commuter fleet were calculated in a campus project by a College of Business major in the Sustainability minor and will be used in upcoming GHG inventories. This project was presented as a research poster at the Northrup Grumman Science Showcase.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

- For their sustainability capstone projects, Construction Management and Civil Engineering majors in the Sustainability minor have worked with other Sust. minors from several other colleges to research LEED certification of campus buildings. Currently several student teams are completing a report and business plan on alternatives for LEED certification of a proposed rebuild of the Academic Quad on campus in a partnership with two faculty members via two courses.
- Right before the three yr period for this credit, in 2013, multiple campus buildings were evaluated with one building receiving a LEED ratings of Silver in part derived from the work of the students, This is only an fyi, we are not claiming this specific achievement for points as it was four years ago.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

Two student projects for the Applied Sustainability class have cost-estimated: a) solar panels for one dormitory building (Roberts Hall) and b) using LED lighting in the Evan’s Library.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

Several students have done year to year composting projects for applied sustainability classes that involved vermiform and tumbler-based compost production. The compost is used for soil on campus.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

For a capstone project, two students developed a draft Campus Sustainable Transportation Plan that is housed in the Facilities Operations Office.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

Several students have done projects on recycling on campus and also during spring move-out, with substantial results in terms of waste diversion. We are a STEM university with a substantial Arabic student population and recycling posters in Arabic have been distributed around campus in the spring from a class project to increase recycling awareness by a Lebanese Sustainability minor in the Electrical Engineering major.
research in relation to Water?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

The capstone project of a Civil Engineering major with the Sustainability minor involved the construction of the first stormwater plan for the campus. Residing in the Facilities Office, this stormwater plan was consulted on by senior facilities staff and an outside engineering firm.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

One student did a formal Sustainability capstone project on the cross-organization planning and execution of the campus Earth Week using systems science in 2015. She evolved into the lead planner of a four-organization series of events and the may events were more efficient and successful than if she had not done this project.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:
No
A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:
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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:
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A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:
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The website URL where information about the programs or initiatives is available:
http://www.fit.edu/sustainability/academics

Additional documentation to support the submission:
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<table>
<thead>
<tr>
<th>Data source(s) and notes about the submission:</th>
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</thead>
<tbody>
<tr>
<td>Student projects on the topics above include required capstone sustainability research by all majors and minors in two courses (Sustainability Project Design, ISC 3999, and Applied Sustainability, ISC 4000). Many projects by individual students and teams apply to this credit (guided by faculty course instructors).</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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Research and Scholarship

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<tbody>
<tr>
<td>12.00 / 12.00</td>
<td>Ken Lindeman</td>
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<tr>
<td></td>
<td>Professor of Education and Interdisciplinary Studies</td>
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<td>Education and Interdisciplinary Studies</td>
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Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of “sustainability research” outlined in G. Standards and Terms and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts 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.

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

Total number of the institution’s faculty and/or staff that are engaged in research (headcount):
282

Number of the institution’s faculty and/or staff that are engaged in sustainability research (headcount):
83

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :
29.43

Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:
19
Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
17

Percentage of research-producing departments that are engaged in sustainability research:
89.47

A copy of the institution’s inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

---

The institution’s inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

College of Aeronautics:
Ismael Cremer, Korhan Oyman, Julie Moore

College of Business:
Michael Slotkin, Isabella Bunn, Alexander Vamosi, Abram Walton, Tim Muth

Construction Management:
Troy Nguyen, Albert Bleakley

Human Centered Design:
Guy Boy

Biomedical Engineering:
Kunal Mitra

Mechanical and Aerospace Engineering:
Mary McCay, Pierre Larochelle, Yahya Sharaf-Eldeen, Daniel Kirk, Mark Archambault, Pei-Feng Hsu

Electrical and Computer Engineering:
Georgios Anagnostopoulos

Marine and Environmental Science:
John Trefty, Geoffrey Swain, Stephen Wood, Gary Zarillo, Steven Lazarus, Charles Bostater, Tom Belanger, John Windsor, Kevin Johnson, Robert Weaver, Pallav Ray, George Maul, Ronnal Reichard, Leesa Souto, Robert Trocine, Emily Ralston, Kelly Huffsinger, Carla Listopad

Computer Science: Philip Chan

Chemical Engineering:
Manolis Tomadakis

Civil Engineering:
Howell Heck, Edward Kalajian, Ashok Pandit
A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):

Several faculty, staff, and work-study students coordinated to develop the list by examining web-based faculty profiles, querying faculty and department heads, and examining the university research portal web site, using criteria in the Terms and Conditions. We included the University Sustainability Officer (Daniel Sutton, actively researching many campus S issues) and the Facilities Operations Office he is located within based on the guidance within this STARS web form.

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data from last three years from Melbourne campus only, not Online or Extended Studies programs.
Support for Research

<table>
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<tr>
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<td>Education and Interdisciplinary Studies</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.

- Written 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/or e-learning objects focused on sustainability.

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

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

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

There are multiple mentorships and internships off campus, some funded, that encourage and incentivize students to pursue non-course and course-based sustainability research projects. Since 2011, examples include internships by multiple students via partnerships with some of the region's largest green non-profits including Keep Brevard Beautiful (KBB) and the Marine Resources Council. Also, the City of Satellite Beach has funded three students (1 undergraduate, 2 graduate) to build the first municipal Sustainability Plan for any barrier island city in east-central Florida, a precedent-setting, highly positive step for the region.

**Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?**: No
A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:

.

Has the institution published written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?: No

A brief description of the institution’s support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:

---

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

A brief description of the institution’s library support for sustainability research, including any positive outcomes during the previous three years:

Since 2012, we have worked with the library to create and update an online sustainability research guide at

http://libguides.lib.fit.edu/sustainability

. This guide is one starting point for research related to various sustainability topics at Florida Tech. There are categories to include reference sources, articles and databases, journals, internet sites; as well as topics on sustainability certification, business and ecological economics, and climate change. There is also information on plagiarism and citing sources. This resource has been used by students and staff for research purposes with positive outcomes including preparation of major research posters for the large annual Northrup Grumman Science Showcase in April of 2015, 2016 and 2017. Library staff are very focused on sustainability and also sponsor several research-related events each year on sustainability topics. The research guide is also posted on the research portal of the main F.I.T. sustainability website at

www.fit.edu/sustainability/research

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

http://libguides.lib.fit.edu/sustainability

Additional documentation to support the submission:

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Open Access to Research

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<th>Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>0.00 / 2.00</td>
<td>Daniel Sutton</td>
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<tr>
<td></td>
<td>University Sustainability Officer</td>
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<td></td>
<td>Facilities</td>
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</tbody>
</table>

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

Policies and programs 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.

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

How many of the institution’s research-producing divisions are covered by a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository? (All, Some or None):

None / Don't Know

Which of the following best describes the open access policy? (Mandatory or Voluntary):

---

Does the institution provide financial incentives to support faculty members with article processing and other open access publication charges?:

Yes

A brief description of the open access policy, including the date adopted, any incentives or supports provided, and the repository(ies) used:

- The Scholarship Repository of Florida Institute of Technology, created 2013, provides permanent, open access to journal articles, research reports, conference papers, data sets, theses and dissertations, and other scholarly works created by Florida Institute of Technology faculty and students.
https://repository.lib.fit.edu/

- Florida Tech Open Access Subvention Fund, adopted Jan 2015:
  
http://lib.fit.edu/services/openaccessfund.php

A copy of the institution's open access policy:

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The institution's open access policy:

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The website URL where the open access repository is available:

https://repository.lib.fit.edu/

Estimated percentage of scholarly articles published annually by the institution’s faculty and staff that are deposited in a designated open access repository (0-100):

7

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

- The Florida Tech Libraries are members of SCOAP3, an open access consortium. Through our membership we can provide Florida Tech authors with discounts when publishing in their journals.
- We are also a member of DOAJ – Directory Open Access Journals. A DOAJ Membership is a clear statement of intent and proves a commitment to quality, peer-reviewed open access.
- The Evans Library has celebrated Open Access Week in October for the past three years, hosting brown-bag lunches to discuss Open Access journals and Open Educational Resources as well as informational films and webinars. This year, the Library hosted Lars Bjornshauge here from Denmark on September 23 to give a day-long symposium on Open Access initiatives.
- Mr. Bjornshauge is the founder of the Directory of Open Access Journals (www.doaj.org), co-founder of OpenDoar, the Directory of Open Access Repositories, (www.opendoar.org) and co-founder of the Directory of Open Access Books (www.doabooks.org), Director of IS4OA (stars.aashe.org)
www.IS4OA.org

) and Managing Director of DOAJ ( www.doaj.org

) and member of the OASPA Board ( www.oaspa.org

). Lars was also the former Director of Library Relations to SPARC Europe.
- Open Access events from 2016 and 2015:

https://ecurrent.fit.edu/blog/campus/library/open-access-week-2016/

https://ecurrent.fit.edu/blog/campus/library/its-open-access-week/

The website URL where information about the programs or initiatives is available:
https://ecurrent.fit.edu/blog/campus/library/open-access-week-2016/

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

Information based on consultations with Evans library staff knowledgeable on our Open Access policies and resources.
Engagement

Campus Engagement

**Points Claimed** 8.13

**Points Available** 21.00

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their 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.

<table>
<thead>
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<tbody>
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<tr>
<td>Student Orientation</td>
<td>2.00 / 2.00</td>
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<tr>
<td>Student Life</td>
<td>1.75 / 2.00</td>
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<tr>
<td>Outreach Materials and Publications</td>
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<tr>
<td>Outreach Campaign</td>
<td>2.00 / 4.00</td>
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<tr>
<td>Assessing Sustainability Culture</td>
<td>0.00 / 1.00</td>
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<tr>
<td>Employee Educators Program</td>
<td>0.00 / 3.00</td>
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<tr>
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<td>Staff Professional Development</td>
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Student Educators Program

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<th>Score</th>
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</table>
| 0.15 / 4.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

Criteria

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

This credit recognizes ongoing student educator programs that engage students as peers 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 actively participate.

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 the Outreach Campaign and Student Life credits.

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

Number of students enrolled for credit (headcount):

9,225

Total number of students enrolled for credit that are served (i.e. directly targeted) by a student peer-to-peer sustainability outreach and education program (avoid double-counting to the extent feasible):

335

Percentage of students served by a peer-to-peer educator program:

3.63

Name of the student educators program:

Go Verde
Number of students served (i.e. directly targeted) by the program (headcount): 
160

A brief description of the program, including examples of peer-to-peer outreach activities:

Go Verde was a Residence Life led sustainability-based education program implemented within the campus residence hall, Roberts Hall. The program had numerous education stations that were designed to educate students on various sustainability-based topics that included waste disposal, awareness of water usage, energy consumption, food, and electric vehicles. Arts and crafts, sourced from recycled materials, was also a primary component of the program. The program was held in conjunction with the Space Coast EV Drivers Club, an electric vehicle enthusiast club based in Southern Brevard County, FL.

A brief description of how the student educators are selected:

Residence Life staff members, the student educators, are selected via a multi-week selection process that involves both group and individual evaluations. Candidates are chosen based on their level of maturity, leadership skills, creativity, and passion for helping the overall campus community. Once a resident assistant is selected and begins running education-based student programs it is a voluntary choice as to whether or not one wishes to lead a sustainability-based education program. The Go Verde program had two student leads running its logistics and procedures, with another ten assisting.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach:

Resident assistants receive eight days of training before the start of the school year that formally trains them in various areas. These areas include crisis management, leadership training, program designing, diversity, and sustainability. Multiple training sessions are held throughout the eight-day training period that go over in detail how to host a sustainability-based education program. Florida Institute of Technology staff members and professors assist with these training sessions providing presentations and lectures.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination):

Each Residence Life sustainability-based education program is allotted a budget through the Department of Residence Life. This budget can vary from year to year. Often times faculty members, such as from the Florida Institute of Technology Facilities Department, or professors practicing in sustainability-based topics are invited as guest to share their knowledge and experience. The Go Verde program had a guest speaker from the Florida Institute of Technology Facilities Department, the University Sustainability Officer, Daniel Sutton. Mr. Sutton spoke to the students attending the program directly via a presentation designed to showcase Florida Institute of Technology’s various sustainability-based initiatives.

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

Sustainability Responsibility

Number of students served (i.e. directly targeted) by the program (2nd program):

125
A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

Sustainability Responsibility was a Residence Life led sustainability-based education program implemented within the campus residence hall, Roberts Hall. The program had numerous education stations that were designed to educate students on various sustainability-based topics that included waste disposal, awareness of water usage, energy consumption, food, and electric vehicles. The program was held in conjunction with the Space Coast EV Drivers Club, an electric vehicle enthusiast club based in Southern Brevard County, FL. Students were able to discuss aspects of EV driving with the enthusiasts along with sitting in the vehicles. Arts and crafts, sourced from recycled materials, was also a primary component of the program. Students were even given the opportunity to plant their own small indoor plant inside of a plastic water bottle that was cut in half.

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

Residence Life staff members, the student educators, are selected via a multi-week selection process that involves both group and individual evaluations. Candidates are chosen based on their level of maturity, leadership skills, creativity, and passion for helping the overall campus community. Once a resident assistant is selected and begins running education-based student programs it is a voluntary choice as to whether or not one wishes to lead a sustainability-based education program. The Sustainability Responsibility program had two student leads running its logistics and procedures, with another eight assisting.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (2nd program):

Resident assistants receive eight days of training before the start of the school year that formally trains them in various areas. These areas include crisis management, leadership training, program designing, diversity, and sustainability. Multiple training sessions are held throughout the eight-day training period that go over in detail how to host a sustainability-based education program. Florida Institute of Technology staff members and professors assist with these training sessions providing presentations and lectures.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (2nd program):

Each Residence Life sustainability-based education program is allotted a budget through the Department of Residence Life. This budget can vary from year to year. This particular program did not receive any additional administrative support from the Florida Institute of Technology.

Name of the student educators program (3rd program):

Eco-Alter Ego

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

50

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

Eco-Alter Ego was a Residence Life led sustainability-based education program implemented within the campus residence area, the Residence Quad. The program had numerous education stations that were designed to educate students on various sustainability-based...
topics that included energy consumption, sustainably based food such as crickets, and electric vehicles. The program was held in conjunction with the Space Coast EV Drivers Club, an electric vehicle enthusiast club based in Southern Brevard County, FL. Arts and crafts, sourced from recycled materials, was also a primary component of the program. Students were even given the opportunity to plant their own small indoor plant inside of a plastic water bottle that was cut in half. The Ethos Community Garden itself, built within the Residence Quad, was also toured by and showcased to students living within the housing area.

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

Residence Life staff members, the student educators, are selected via a multi-week selection process that involves both group and individual evaluations. Candidates are chosen based on their level of maturity, leadership skills, creativity, and passion for helping the overall campus community. Once a resident assistant is selected and begins running education-based student programs it is a voluntary choice as to whether or not one wishes to lead a sustainability-based education program.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (3rd program):

Resident assistants receive eight days of training before the start of the school year that formally trains them in various areas. These areas include crisis management, leadership training, program designing, diversity, and sustainability. Multiple training sessions are held throughout the eight-day training period that go over in detail how to host a sustainability-based education program. Florida Institute of Technology staff members and professors assist with these training sessions providing presentations and lectures.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (3rd program):

Each Residence Life sustainability-based education program is allotted a budget through the Department of Residence Life. This budget can vary from year to year. This particular program did not receive any additional administrative support from the Florida Institute of Technology.

A brief description of all other student peer-to-peer sustainability outreach and education programs, including the number of students served and how student educators are selected, trained, and supported by the institution:

Residence Life - Port Canaveral Mangrove Planting. This planting activity occurred during the Fall 2016 semester and RA's along with resident volunteers worked together to share and learn about the sensitive ecosystem surrounding Port Canaveral FL, and worked toward planting mangrove trees around the port in designated areas. This was a volunteer activity where the RA's received their sustainability based training during their eight-day training period during the summer months. Through this effort, over 125 student volunteer were reached through peer-to-peer sustainability themed mangrove planting initiatives.

20 hours times 50 RA's = 1000 hrs of total outreach

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

1,000

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

stars.aashe.org
http://www.fit.edu/reslife/

Additional documentation to support the submission:

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<table>
<thead>
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<th>Data source(s) and notes about the submission:</th>
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<tbody>
<tr>
<td>All data sourced from the Office of Residence Life.</td>
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### Student Orientation

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| 2.00 / 2.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

#### 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).

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

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

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
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<tbody>
<tr>
<td>First-year students</td>
<td>Yes</td>
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<tr>
<td>Transfer students</td>
<td>Yes</td>
</tr>
<tr>
<td>Entering graduate students</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100): 100

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

Currently, each first year student or transfer with less than 30 credits must attend an orientation class schedule, part of Freshman Experience. One of the classes focuses on showing the students about Sustainability at the university. It provides some general insights...
into the major and minor programs and provides some useful links and resources to the students about current campus efforts. Each incoming student (whether undergraduate or graduate) also gets a copy of the University Sustainability Guide, that provides background information on campus sustainability and tips for becoming involved with campus efforts. The guide is also available online at

http://www.fit.edu/sustainability/

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

http://www.fit.edu/orientation/

Additional documentation to support the submission:

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Data source(s) and notes about the submission:

Data sourced from the Student Orientation Office and the University Experience Office.
**Student Life**

<table>
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<tr>
<td>1.75 / 2.00</td>
<td>Daniel Sutton</td>
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<tr>
<td></td>
<td>University Sustainability Officer</td>
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<td>Facilities</td>
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</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 active student groups focused on sustainability?:**

Yes

**A brief description of active student groups focused on sustainability:**

---
SOSA - Student Organization for Sustainable Action works to bring best practices in sustainability to the Florida Tech campus and community. The organization has several teams working projects and events on- and off-campus, many tied to projects within the academic sustainability program.

Florida Tech Environmental Club - The Florida Tech Environmental Club works on sustainability with an environmental focus. In the past they've organized campus clean-ups in addition to other events to make the campus a more environmentally friendly institution.

Squamish - A co-ed environmentally-minded group, with interests in activism, awareness, and social networking. Squamish regularly participates in jungle and beach clean-ups within the surrounding Melbourne community.

Sero Society - The Sero Society’s primary mission is to raise awareness and appreciation of plants and their diverse applications. They host speakers that range from farmers, landscapers, gardeners, conversationalists, and researchers. Additionally, they aim to enhance our local habitats by aiding existing conservation efforts in Brevard county with existing organizations as well as initiating our own projects throughout our campus and community.

Alpha Phi Omega - A co-ed service organization that initiated recycling on campus, before our Facilities Operations Dept. enacted institution-wide recycling. The organization also participates in other activities from campus clean-ups to fundraising for rainwater collection barrels.

Florida Tech Student Government Association (SGA) - SGA acts as a liaison between the student body and the faculty, staff and administration by presenting programs and activities that reflect the tenor of the student body's opinion.

Residence Life Sustainability Committee - Student group focused on creating a more sustainable Residence Life experience for students. This group was also instrumental in obtaining the university's Ethos Community Garden.

The website URL where information about the student groups is available (optional):
http://www.fit.edu/sustainability/student-orgs.php

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:
Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

The university opened the Ethos Community Garden, Florida Tech's first on-campus community garden. Strategically located within the campus’s Residential Quad, the Ethos Community Garden aims to promote nutritional education, sustainable gardening, and relationship building within the campus and surrounding neighborhood. As a student run community garden, on-campus students, faculty, and staff all share in the benefit as the garden becomes a hub for cross collaborative learning while encouraging environmental sensitivities and sustainable behavioral change.

The website URL where information about the gardens, farms or agriculture projects is available (optional):
https://ecurrent.fit.edu/blog/fitbound/cool-stuff/community-garden-breaks-ground/

Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:
A brief description of the student-run enterprises:

In order to ensure the success and sustained existence of the community garden, there is a Community Garden Committee (CGC) that oversees the management of the garden. The CGC is comprised of and run by students of the university, and reports to the larger Residence Life Sustainability Committee (RLSC). The CGC is responsible for meeting the needs of the garden and ensuring that it stays clean and healthy, which includes garden upkeep, budget management and addressing the potential problems (e.g. vandalism, weeds, angry neighbors, etc.). The members of the CGC also are responsible for community outreach, which includes running events and fundraisers for the garden, and organizing the involvement of those who are interested. The CGC is the public face of the Ethos Community Garden and the behind the scenes management group that ensures the garden is operating efficiently and smoothly.

The website URL where information about the student-run enterprises is available (optional):
https://www.facebook.com/EthosCGarden/

Does the institution have sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:
No

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:
---

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):
---

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

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

Florida Tech has partnered with the Karlsruhe Institute of Technology from Germany and the Budapest University of Technology and Economics from Hungary to showcase a sustainability symposium every two years to focus on practical solutions to emerging sustainability issues from business, science, and socio-political viewpoints. The university also hosted the FRAS (Florida Resident Assistant Seminar) during the spring semester 2016. This event showcased a seminar course on campus sustainability, taught by Florida Tech's University Sustainability Officer, to over 40 RA's from across the state of Florida.

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):
http://411.fit.edu/sustainability/
Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:

Yes

A brief description of the cultural arts events, installations or performances related to sustainability:

Botanical Fest: The annual event showcases some of Florida’s finest plant and garden vendors, offering palms, exotics, native plants, ornamental shrubs, bamboo and flowering plants. Free guided tours of the Botanical Garden take place throughout the day, and master gardeners are on hand to answer gardening questions.

The university also hosts an International Fest. The International Fest is an annual celebration of cultural diversity and international community held at the Florida Tech campus in Melbourne, Florida. International student groups and local cultural organizations host country and diversity-themed display booths showcasing a variety of traditional clothing, informational literature, maps, flags and artifacts. Dance and vocal groups, bands and other performers (including martial artists) fill the afternoon with live entertainment on Florida Tech's outdoor stage, the Pantheum, while local eateries sell a variety of delicious ethnic foods in the Panther Plaza courtyard.

The website URL where information about the cultural arts events, installations or performances is available (optional):

http://garden.fit.edu/botanical-fest.php

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:

No

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

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The website URL where information about the wilderness or outdoors programs is available (optional):

---

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading?)?:

Yes

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

Each year, the Student Government Association chooses a semester theme and this past fall semester's theme was Campus Sustainability where they organized events and hosted a fall Earth Week. They also take an active role in planning the Spring Earth Week on campus as well. Each residential housing area also hosts once per academic year a sustainability themed "Area Wide" to raise sustainable awareness within the complex. This encourages residents to explore new topics and participate in activities that engage with local community organizations such as the Space Coast EV Drivers.
The website URL where information about the sustainability-related themes is available (optional): ---

Does the institution have programs through which students can learn sustainable life skills?: No

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

The website URL where information about the sustainable life skills programs is available (optional): ---

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

A brief description of the sustainability-focused student employment opportunities offered by the institution:
The Sustainability Office offers one or two Federal Work Study student employment positions each academic year to help assist on campus sustainability initiatives, reporting, and data collection. Each student works on independent projects assigned by the Sustainability Office such as the "Leave Green" move-out initiative, and campus EUI (energy use intensity) reporting.

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

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

A brief description of the graduation pledges: ---

The website URL where information about the graduation pledges is available (optional): ---

Does the institution have other co-curricular sustainability programs and initiatives?: No

A brief description of the other co-curricular sustainability programs and initiatives:
The website URL where information about other co-curricular sustainability programs and initiatives is available (optional):

---

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):

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Additional documentation to support the submission:

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Data source(s) and notes about the submission:

All data sourced from the Campus Sustainability Office, the Office of Residence Life, the Office of Student Activities and the Office of Student Affairs.
Outreach Materials and Publications

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| 2.00 / 2.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

**Criteria**

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

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- 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
- 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 more sustainable 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/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

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

Yes

**A brief description of the central sustainability website (optional):**
The campus sustainability website is the students link to all things sustainability at Florida Tech. It provides pages and links to sustainability relating to academics, the campus and surrounding community, along with current research and student organizations, showcasing all ways to become actively involved with sustainability on campus.

The website URL for the central sustainability website:
http://www.fit.edu/sustainability/

Does the institution have a sustainability newsletter?:
No

A brief description of the sustainability newsletter:
---

The website URL for the sustainability newsletter:
---

Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:
Yes

A brief description of the social media platforms that focus on sustainability:
The Sustainability Office uses Facebook to convey campus sustainability initiatives, local and global news, and technological innovations daily. It is currently a private group with plans to move to a page under the management of University Marketing. The Ethos Community Garden also has its own Facebook page to showcase sustainability related news surrounding the garden.

The website URL of the primary social media platform focused on sustainability:
http://www.facebook.com/groups/1400616060237971/

Does the institution have regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat?:
No

A brief description of the regular coverage of sustainability in the main student newspaper:
---

The website URL for regular coverage of sustainability in the main student newspaper:
---

Does the institution produce a vehicle to publish and disseminate student research on sustainability?:
A brief description of the vehicle to publish and disseminate student research on sustainability:

Florida Tech utilizes the Evans Library to host a Sustainability Research Portal that centralizes sustainability research from global topics to local research. The university also archives all student projects related to sustainability that are showcased in the annual Northrop Grumman Student Showcase.

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://libguides.lib.fit.edu/sustainability

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

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

Our LEED rated buildings have a plaque in the commons spaces showcasing that particular buildings rating and performance. Our Panther Aquatics Center also has signs highlighting and explaining the renewable energy technologies utilized such as the geothermal temperature control system that the pool utilizes.

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

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

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

The brochure that includes information about sustainable food systems is the University Sustainability Guide. Dining Services also uses signage to distinguish between vegan (low impact) dining options within all campus dining locations.

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

Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:
Yes

A brief description of the signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed:
In high pedestrian areas across campus, ground signage can be found explaining the significance of native plants and the importance of marginal and emergent plants around storm water ponds. There are also signage within the campus Botanical Garden explaining the different vegetation and importance.

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

http://garden.fit.edu/tour.php

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

No

A brief description of the sustainability walking map or tour:

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The website URL of the sustainability walking map or tour:

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Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:

Yes

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

Florida Tech has recently published the university's first University Sustainability Guide that informs campus users of alternative transportation methods along with lifestyle facts and tips. Also, Facilities Operations has posted a Sustainable Transportation Plan (draft) creating more awareness regarding sustainable transportation options.

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


Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)?:

Yes

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

The university doesn't provide defined routes for bikers but provides polices regarding biking around campus. The University Sustainability Guide also provides information on general distances and times for biking and walking commuters. The university's Office of Security provides general safety information and security information for bikers.

The website URL for navigation and educational tools for bicyclists and pedestrians:

http://www.fit.edu/security/parking_regulations.php#Bike%20Skate
Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:
Yes

A brief description of the guide for green living and incorporating sustainability into the residential experience:
Florida Tech has recently published the campus’s first University Sustainability Guide that informs and encourages campus users to become more conscientious of their surrounds and provides tips on how to live more sustainably. It provides examples of what the campus is currently doing to become more sustainable and provides tips on incorporating sustainability into a daily routine. It also includes the university’s first Campus Sustainability Pledge that looks at daily life and the impacts our decisions have on our environment.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.fit.edu/sustainability/

Does the institution produce other sustainability outreach materials or publications not covered above?:
Yes

A brief description of these materials or publications:
The university also has pamphlets around campus providing information about recycling on campus. This pamphlet includes information on what can be recycled vs. what cannot be recycled. It also includes information on various disposal situations and collection sites.

The website URL for these materials or publications:
---

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:
This data was compiled by the Campus Sustainability Office, Facilities Operations Department, and the Office of Security.
Outreach Campaign

Score

2.00 / 4.00

Responsible Party

Daniel Sutton
University Sustainability Officer
Facilities

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 by 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 by 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 dorm or green office rating 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.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

Yes

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

No

Name of the campaign:

Leave Green
A brief description of the campaign, including how students and/or employees were engaged:

The Leave Green initiative originally started as a student capstone project and with the help of Residence Life and the campus Sustainability Office, has expanded to a campus wide move-out program. Initially implemented during the spring 2015 semester, this student led coalition led the way to improve recycling efforts from students moving out by diverting and donating usable materials that would otherwise end up in the county landfill. Collection sites were strategically located in each housing area along with flyers to raise awareness of the collection efforts.

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

This first collection saved over 1,785 lbs. of usable materials and were donated to local charitable organizations. Expanding campus wide during the spring 2016 semester and generating more awareness, the Leave Green initiative donated over three box truckloads of usable items weighing over 9,000 lbs. to local Melbourne charitable organizations.

The website URL where information about the campaign is available:

Name of the campaign (2nd campaign):
Live Green

A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):

The Live Green campaign focuses on reducing electrical consumption within the university's residence halls. This pilot initiative started in August 2016 and originally was planned for the fall academic semester. Three residence halls competed in the challenge: Roberts Hall (consisted of 208 students) and Wood Hall and Campbell Hall of the Residential Quad (consisting of 194 students) competed against each other to see which site could reduce electrical consumption the most. Throughout this campaign, RA's consistently communicated efforts to residence about energy conservation techniques.

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

At the conclusion of the fall semester, each residential hall saw their electricity consumption decrease compared to the previous year by over 8.5%, while increasing the student population by 67 students. This showed how a successful, competition driven initiative could help save the university thousands in operating costs. This initiative will continue through the spring semester and expand campus wide next academic year.

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

A brief description of other sustainability-related outreach campaigns, including measured positive impacts:
---
The website URL where information about the programs or initiatives is available:
---

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

Data compiled by the campus Sustainability Office, The Office of Residence Life, and the Facilities Operations Department.
Assessing Sustainability Culture

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Criteria

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

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

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| 0.00 / 3.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

**Criteria**

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers 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 actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. “green leaders”).

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the *Employee Orientation* and *Staff Professional Development* credits.

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

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### Criteria

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

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

### Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics (0-100):

23.30

### A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):

Employee orientation consists of a one-on-one meeting with an HR associate and the newly hired individual. Throughout the on-boarding process, a packet of materials are distributing consisting of policies, benefits, and the new University Sustainability Guide. HR associates have been educated on key aspects of this guide and how to showcase current campus sustainability initiatives, and are dedicated and enthusiastic about including campus sustainability information in orientations. The aim of this orientation process is to foster the employee culture toward sustainability on day one.

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

http://www.fit.edu/hr/

### Additional documentation to support the submission:

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Data source(s) and notes about the submission:

All data sourced from the Florida Institute of Technology Human Resources Department for the time period of 2/15/16 - 2/15/17 (one-year).
Staff Professional Development

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Criteria

Part 1

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

Part 2

Institution’s regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

**Points Claimed**  8.90  
**Points Available**  20.00

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

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<td>Community Partnerships</td>
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Community Partnerships

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<td>Ken Lindeman</td>
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<td>Professor of Education and Interdisciplinary Studies</td>
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### Criteria

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see D. Scoring).

This credit is inclusive of partnerships with local and distant communities.

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 partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the Community Service credit.

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

**Name of the institution’s formal community partnership to advance sustainability :**

Assessment of Lagoon Friendly Lawn Program and it's Nutrient Reduction Impacts

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

Yes

**Which of the following best describes the partnership timeframe? :**

Multi-year or ongoing
Which of the following best describes the partnership’s sustainability focus?:
The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):
No

A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

- After recent fish-kills from harmful algal blooms, one of the largest local environmental organizations, Keep Brevard Beautiful (KBB), created a new lawn certification program (Lagoon Friendly Lawns at http://keepbrevardbeautiful.org/our-programs/lagoon-friendly-lawns) to reduce fertilizer run-off into our local estuaries.

- To identify the potential impacts of this program on multiple complex nutrient loading issues, KBB has partnered with FIT to deploy sustainability students on this project as a part of their annual research projects. Students are working directly with KBB staff to develop a variety of methodologies to estimate the effects of the certification program on reducing the load of Nitrogen and Phosphorus into local watersheds.

- This is envisioned as a several year project due to the complexity of the technical issues and the need for multi-year data. The project supports ecological, social and economic capital as our local estuary (which supports thousands of multi-generational families and businesses) has recently collapsed with large negative impacts to the local economy and social well-being (lost fishing opportunities - a hundred-million dollar annual activity here, heavily linked to traditional family fishing experiences). KBB’s certification approach is novel and involves the use of a demand side, market-based tool to protect our estuaries and the socio-economic resources they support. Our partnership offers the only current approach to assessing the actual impacts of the project as is and to recommend revisions to better achieve long term project goals.

Name of the institution’s formal community partnership to advance sustainability (2nd partnership):
---

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

Which of the following best describes the partnership timeframe? (2nd partnership):
---

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

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):
---
A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

---

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

---

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

---

Which of the following best describes the partnership timeframe? (3rd partnership):

---

Which of the following best describes the partnership’s sustainability focus? (3rd partnership):

---

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):

---

A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

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

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

http://www.fit.edu/sustainability/partners.php

Additional documentation to support the submission:

---
Inter-Campus Collaboration

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 2.00 / 3.00 | Ken Lindeman  
Professor of Education and Interdisciplinary Studies  
Education and Interdisciplinary Studies |

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
- Is an active member of a regional, state/provincial or local sustainability network;
- Has presented at a sustainability conference during the previous year;
- Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
- Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
- Has had staff, faculty, or students serving as peer reviewers of another institution’s sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
- Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.

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

Is the institution an active member of a national or international sustainability network?:

Yes

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

AASHE - Association for the Advancement of Sustainability in Higher Education.

Is the institution an active member of a regional, state/provincial or local sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):
Has the institution presented at a sustainability conference during the previous year? :
Yes

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

The sustainability program chair at FIT gave an invited panel presentation on Correlations between Gender Equity Metrics and Sustainability at the 9th annual Go for the Greens conference in Orlando, FL, in Sept, 2016. He also spoke on climate change and coastal development issues at several coastal sustainability workshops in East Florida in the last year.

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :
No

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

---

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

A list or brief description of the board or committee appointment(s):

The sustainability program chair was on the Organizing Committee of the Conference on Sustainable Urban Futures in Karlsruhe Germany in May 2014. The proceedings of the event are available at:

http://www.ksp.kit.edu/9783731505433

.

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

No

A brief description of the mentoring relationship and activities:

---

Has the institution had staff, faculty, or students serving as peer reviewers of another institution’s sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:

---
A brief description of the peer review activities:

---

Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions?:

No

A brief description of other collaborative efforts around sustainability during the previous year:

---

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

---

Additional documentation to support the submission:

---
Continuing Education

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.98 / 5.00</td>
<td>Daniel Sutton</td>
</tr>
<tr>
<td></td>
<td>University Sustainability Officer</td>
</tr>
<tr>
<td></td>
<td>Facilities</td>
</tr>
</tbody>
</table>

Criteria

**Part 1**

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in 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

**Total number of continuing education courses offered:**

61

**Number of continuing education courses offered that address sustainability:**

2
Percentage of continuing education courses that address sustainability:
3.28

A copy of the list and brief description of the continuing education courses that address sustainability:
---

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

SENIOR CERTIFIED SUSTAINABILITY PROFESSIONAL: Demonstrates how to set the course and coordinate an enterprise's sustainability strategy. Provides professional credentials and skills green practitioners need to lead sustainable business practices.

LEAN MASTERY. Teaches clear, concise information on transforming a business enterprise and making it lean. Certificate program is offered online in partnership with major colleges, universities and other accredited education providers.

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

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

A brief description of the certificate program(s), including the year the program was created:

Senior Certified Sustainability Professional program - Prepares you for: Green procurement strategies, environmentally preferred purchasing, corporate social responsibility, environmental management systems, environmental accounting methods, green marketing-mix principles, and the World Resource Institute.

LEAN MASTERY. Teaches clear, concise information on transforming a business enterprise and making it lean. Certificate program is offered online in partnership with major colleges, universities and other accredited education providers.

The website URL where information about the programs or initiatives is available:
https://www.ed2go.com/career/training-programs/sustainability-professional?Site=fit

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

Data collected from the Office of Continuing Education -
http://www.fit.edu/professional-development/course-listings.php
Community Service

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.92 / 5.00</td>
<td>Daniel Sutton</td>
</tr>
<tr>
<td></td>
<td>University Sustainability Officer</td>
</tr>
<tr>
<td></td>
<td>Facilities</td>
</tr>
</tbody>
</table>

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 student per year.

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

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

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):

5,425

Number of students engaged in community service (headcount):

2,914

Percentage of students engaged in community service:

53.71

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):

Yes

Total number of student community service hours contributed during the most recent one-year period:

16,835

Number of annual community service hours contributed per student:

3.10
The website URL where information about the programs or initiatives is available:
http://www.fit.edu/civic/

Does the institution include community service achievements on student transcripts?:
No

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?
(Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):
Yes

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

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

All data sourced from the Florida Institute of Technology Office of Civic Engagement.

For Part 1, The university opted to use 5425 as the representative number of students enrolled for credit. The reason for this change in the count is that this number represents all undergraduate, graduate, and doctoral students (full and part time) at the Melbourne main campus and surrounding campus sites. This number is different from IC 3 because it no longer takes into account Florida Tech Online students and Extended Studies students. Since Civic Engagement only counts for those students who attend the main campus, this number is more representative of the number of students enrolled for credit.

Although Florida Tech does not include community service information on the University’s Academic transcripts, that information is included in a student’s co-curricular transcript provided through OrgSync if the student uses the service.

Cat Nanney - Director of Student Activities (Civic Engagement, Greek Life, Student Activities)
Participation in Public Policy

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>0.00 / 2.00</td>
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</tbody>
</table>

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution’s top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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.

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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<tr>
<td>0.00 / 2.00</td>
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</tbody>
</table>

### Criteria

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

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the Sustainable Procurement credit in Purchasing.

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

Air & Climate

Points Claimed  0.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions</td>
<td>0.00 / 10.00</td>
</tr>
<tr>
<td>Outdoor Air Quality</td>
<td>0.00 / 1.00</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>0.00 / 10.00</td>
<td></td>
</tr>
</tbody>
</table>

**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 also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

**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 (MtCO\textsubscript{2}e) per gross square foot (0.215 MtCO\textsubscript{2}e 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 (see G. Standards and Terms).

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

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

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party are reported separately (see E. Reporting Fields). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);
- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
• Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);

• Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);

• Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

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. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see D. Scoring).

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 1.00</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria**

**Part 1**

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

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 or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NOx), sulfur oxides (SOx), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Points Claimed  0.22
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 / 5.00</td>
</tr>
<tr>
<td>Building Design and Construction</td>
<td>0.22 / 3.00</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 / 5.00</td>
<td></td>
</tr>
</tbody>
</table>

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M)

And/or

2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example ENERGY STAR Guidelines for Energy Management and U.S. EPA Portfolio Manager.

Building space that meets multiple criteria listed above should not be double-counted.

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Building Design and Construction

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.22 / 3.00</td>
<td>Daniel Sutton</td>
</tr>
<tr>
<td></td>
<td>University Sustainability Officer</td>
</tr>
<tr>
<td></td>
<td>Facilities</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. LEED®: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:
   - Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
   - Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
   - Building-level energy metering
   - Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
   - Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
   - Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
   - 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

Total floor area of newly constructed or renovated building space (include projects completed within the previous five years): 95,906.38 Square Feet

Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge: 0 Square Feet

Floor area of newly constructed or renovated building space certified at each level under a rating system for design and construction used by an Established Green Building Council (GBC): 
<table>
<thead>
<tr>
<th>LEED BD+C Platinum or at the highest achievable level under another rating system</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system</td>
<td>3,786 Square Feet</td>
</tr>
<tr>
<td>LEED BD+C Certified or certified at minimum level under another GBC rating system</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):

0 Square Feet

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

3.95

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

The university follows the LEED standards for New Construction. The Panther Aquatic Center is certified at a LEED Silver level.

Floor area of newly constructed or renovated building space that is NOT certified, but that was designed and constructed in accordance with published green building guidelines and policies:

10,916.49 Square Feet

A copy of the green building guidelines or policies:

---

The green building guidelines or policies:

Facilities operations followed the LEED v4 BD+C guidelines (Building Design and Construction) guidelines for the design and construction of the new Harris Student Design Center. Due to project funding issues, certification on this project couldn't continue.
Do the green building guidelines or policies cover the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)</td>
<td>Yes</td>
</tr>
<tr>
<td>Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)</td>
<td>Yes</td>
</tr>
<tr>
<td>Building-level energy metering</td>
<td>Yes</td>
</tr>
<tr>
<td>Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)</td>
<td>Yes</td>
</tr>
<tr>
<td>Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)</td>
<td>Yes</td>
</tr>
<tr>
<td>Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)</td>
<td>Yes</td>
</tr>
<tr>
<td>Building-level water metering</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

LEED v4 BD+C guidelines (Building Design and Construction) - Harris Student Design Center.

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

If and when the university decides to complete new construction projects with the desire for LEED certification, the university attempts to achieve the highest rating financially feasible for the specified project with the base expectation of Certified.

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

http://www.fit.edu/sustainability/campus/sustainable-buildings/

Additional documentation to support the submission:
<table>
<thead>
<tr>
<th>Data source(s) and notes about the submission:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collected from the university's Facilities Operations Department.</td>
</tr>
</tbody>
</table>
Energy

Points Claimed  5.21
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>
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</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
<td>5.21 / 6.00</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
<td>0.00 / 4.00</td>
</tr>
</tbody>
</table>
Building Energy Consumption

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 5.21 / 6.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

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 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius 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 (see G. Standards and Terms).

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

Figures needed to determine total building energy consumption:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>104,913.25 MMBtu</td>
<td>118,702.19 MMBtu</td>
</tr>
<tr>
<td>Electricity from on-site renewables</td>
<td>0 MMBtu</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>District steam/hot water (sourced from offsite)</td>
<td>0 MMBtu</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Energy from all other sources (excluding transportation fuels)</td>
<td>20,903 MMBtu</td>
<td>21,771.48 MMBtu</td>
</tr>
<tr>
<td>Total</td>
<td>125,816.25 MMBtu</td>
<td>140,473.67 MMBtu</td>
</tr>
</tbody>
</table>

Start and end dates of the performance year and baseline year (or 3-year periods):
### Performance Year | Baseline Year
--- | ---
**Start Date** | May 1, 2015 | May 1, 2012
**End Date** | April 30, 2016 | April 30, 2013

**A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

This baseline was adopted as it represented the first year that the university had complete data for all metered systems throughout the university. Any data taken before May 1, 2012 would have yielded incomplete data and misrepresented the consumption numbers. This also was chosen as the baseline as the university's energy performance contract with Siemens hadn't been fully implemented and this represented the best example of current campus operations.

### Gross floor area of building space:

| Gross floor area of building space | Performance Year | Baseline Year |
--- | --- | ---
**Gross floor area of building space** | 2,108,823.22 *Gross Square Feet* | 1,382,379.57 *Gross Square Feet* |

### Source-site ratio for grid-purchased electricity:

**3.14**

### Total building energy consumption per unit of floor area:

| Total building energy consumption per unit of floor area | Performance Year | Baseline Year |
--- | --- | ---
**Site energy** | 0.06 *MMBtu / GSF* | 0.10 *MMBtu / GSF* |
**Source energy** | 0.17 *MMBtu / GSF* | 0.29 *MMBtu / GSF* |

### Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline (0-100):

41.79

### Degree days, performance year (base 65 °F / 18 °C):

| Degree days (see help icon above) | 341 *Degree-Days (°F)* |
| Cooling degree days | 4,042 Degree-Days (°F) |

**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>

**EUI-adjusted floor area, performance year:**

2,347,497.86 Gross Square Feet

**Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:**

12.23 Btu / GSF / Degree-Day (°F)

**Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:**

---

**A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):**

One of the main drivers to improve individual attitudes and practices in regard to energy efficiency is spreading awareness. At the start of the 2016-2017 academic year, the university distributed the first Sustainability Guide. This guide provided different tips that everyone could utilize and implement to reduce their energy footprint. Florida Tech also started a pilot competition program between three residence halls called the “Live Green” challenged. Through this effort, Facilities Operations provided monthly updates on electrical consumption to the residence halls and also provided different tips on how to reduce consumption. Through this pilot initiative, the university was able to recognize an electrical consumption decrease of 8.67% between the three buildings compared to the previous year, while increasing the resident population by 67 students.

**A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):**

The university uses a variety of occupancy / vacancy sensors to control lighting and bathroom fan controls. Building temperatures are maintained via the university's Automated Building Systems Engineers (ABSE) to specific standards to optimize the campus chiller network. Residence Halls on campus that have the ability to control in-room temperatures are restricted by facilities for an ability to fluctuate the temperature by 5 degrees. The ABSE's fluctuate temperature controls to optimize the air conditioning system during occupied and non-occupied hours of operation.
A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

LED lighting is being phased in on an as needed basis. Within the past few years, lighting retrofits consisted of T-8 replacements for lighting within a majority of campus buildings. This was part of a campus wide energy performance initiative through our commercial partner, Siemens. Moving forward, the university is committed to pursuing LED lighting replacements where applicable.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

The university utilizes geothermal heating for the LEED Silver certified Panther Aquatic Center. Ground wells serve the needs of aiding and maintaining pool temperatures without the need for mechanical heating and cooling systems.

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

N/A

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

Although not a formalized policy, the university is actively seeking to replace existing appliances with an Energy Star rated substitution. There is also a push within the IT Department to start sourcing more energy efficient computer systems.

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

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

The data was sourced and reviewed by the university's Facilities Operations Department, accounting for all campus buildings in different regions. This data does not include FIT Aviation LLC. as that is its own business entity and their operations remain separate from the university's.
## Clean and Renewable Energy

### Score

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 4.00</td>
<td></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.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Option 2:</strong></td>
<td>Using renewable sources on-site to generate energy other than electricity, such as biomass for heating.</td>
</tr>
<tr>
<td><strong>Option 3:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Option 4:</strong></td>
<td>Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements (or local equivalents) 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.</td>
</tr>
</tbody>
</table>

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

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 (e.g. daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the *Greenhouse Gas Emissions* and *Building Energy Consumption* credits.

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

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

Points Claimed  0.00
Points Available  8.00

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

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
<td>0.00 / 6.00</td>
</tr>
<tr>
<td>Sustainable Dining</td>
<td>0.00 / 2.00</td>
</tr>
</tbody>
</table>
### Food and Beverage Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 6.00</td>
<td></td>
</tr>
</tbody>
</table>

#### Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following sustainability attributes:

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) <strong>Third Party Verified.</strong> The product is ecologically sound, fair and/or humane as determined by one or more recognized food and beverage sustainability standards (see <em>G. Standards and Terms</em>).</td>
<td>Certified Organic, Fair Trade, and Humane products (irrespective of geographic origin). Manufactured products that carry a recognized third party label (irrespective of the percentage of ingredients that are certified).</td>
</tr>
<tr>
<td>2) <strong>Both Local and Community-Based.</strong> The product does not meet the criteria outlined above, but is grown, raised or caught by a community-based producer within 250 miles (400 kilometres) of the institution. All production, processing and distribution occur within 250 miles. This category provides a path for campus farms and gardens and small local producers to be recognized in the absence of third party certification. Products from intensive livestock operations (e.g. CAFO-permitted facilities), large producers ($5 million or more in annual sales), and geographically dispersed producers are excluded from this category. Distributors, bottlers and packers are not considered to be producers.</td>
<td>Single ingredient products from on-campus gardens and farms and owner-operated farms and fisheries (and cooperatives of owner-operators) for which all facilities are within 250 miles. Multi-ingredient and multi-source products (e.g. baked goods, dairy products, jams, sauces) from local producers for which 50 percent or more of the ingredients (by weight, excluding water) are both local and community-based (or else third party verified). Local products sourced through a food value chain or food hub, farmers’ market, farm-to-institution program, or equivalent program that aims to support a sustainable local food system.</td>
</tr>
<tr>
<td>3) <strong>Other Sustainability Attributes.</strong> The product is environmentally or socially preferable in ways that are not recognized above. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution’s sustainable purchasing efforts.</td>
<td>Products with credible sustainability claims and labels not formally recognized above. Single ingredient products from large local producers or for which some portion of production, processing or distribution occurs outside 250 miles. Multi-ingredient and multi-source products from local bakeries, dairy cooperatives, coffee roasters, breweries, and other local processors and manufacturers for which less than 50 percent of the ingredients are both local and community-based.</td>
</tr>
</tbody>
</table>
Products that meet more than one of the criteria outlined above (e.g. products from local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in either of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

- Product description/type.
- Label, brand or producer.
- The category in which the product is being counted (i.e. Third Party Verified, Both Local and Community-Based, Other Sustainability Attributes) and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e. information about the producer and any sustainability certifications or claims justifying its inclusion, e.g. “Certified Organic”, “local farm-to-institution program”).

The inventory may provide details for just those products that meet the criteria or it may be comprehensive, i.e. inclusive all purchased food and beverage products whether they meet the criteria or not. See *F. Measurement* for further guidance on conducting an inventory.

Institutions in the U.S. and Canada with students running the Real Food Calculator may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been student-verified to be ”Real Food A” or “Real Food B” may be counted as “third party verified or both local and community-based” (see *E. Reporting Fields*).

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution’s primary dining services contractor (e.g. Aramark, Bon Appetit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g. retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g. national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the *Sustainable Procurement* credit in Purchasing.

**Part 1**

Institution’s dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or both local and community-based.

**Part 2**

Conventional animal products comprise less than 30 percent of the institution’s total dining services food and beverage expenditures.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that are NOT third party verified or both local and community-based (as outlined in the table above). Please note that products reported in the “other sustainability attributes” category are considered to be conventionally produced.

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 2.00</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria**

Institution’s dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

**Part 2**

Institution’s dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for “dine in” meals;
- Provides reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program);
- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

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

Points Claimed  0.56
Points Available  4.00

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Management</td>
<td>0.56 / 2.00</td>
</tr>
<tr>
<td>Biodiversity</td>
<td>0.00 / 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, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.
## Landscape Management

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.56 / 2.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

### Criteria

Institution’s grounds include areas that are managed in accordance with:

1) An Integrated Pest Management (IPM) program;

Or

2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

### Total campus area (i.e. the total amount of land within the institutional boundary):

177 Acres

### Figures required to calculate the total area of managed grounds:

<table>
<thead>
<tr>
<th>Area (double-counting is not allowed)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach</td>
<td>100 Acres</td>
</tr>
<tr>
<td>Area managed 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</td>
<td>0 Acres</td>
</tr>
<tr>
<td>Area managed using conventional landscape management practices (which may include some IPM principles or techniques)</td>
<td>77 Acres</td>
</tr>
</tbody>
</table>
Total area of managed grounds | 177 Acres

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

Approximately 62 acres accounts for wild jungle space and campus building footprints. The jungle space is protected wetlands from the St. Johns Water Management District. along the eastern coast of Florida.

Percentage of grounds managed in accordance with an IPM program:

56.50

A copy of the IPM plan or program:
FIT-4TierIPM.pdf

A brief description of the IPM program:
---

Percentage of grounds managed in accordance with an organic program:

0

A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

Florida Tech prioritizes the use of native, adapted, low-maintenance, and non-invasive plant species in landscape design and replacement.

All pest management, with the exception of Athletics and Intramural Recreation fields, is directed by the Florida Tech Horticulturist and Manager of Grounds (“Grounds Manager”). Grounds are maintained in accordance with Integrated Pest Management (IPM) strategies that adhere to the four-tiered approach:

http://www.facilities.fit.edu/documents/FIT-4TierIPM.pdf

. The Grounds Manager is responsible for setting action thresholds and will recommend plant replacement in situations where plant material is likely to attract pests. When controls are used, organic controls are preferred.

Additionally, Florida Tech has committed to using only all natural, bio-based and environmentally friendly products for a turf fertilization program. Facilities Operations have converted their main campus turf fertilization needs specifically to a liquid product, BioGreen. In an effort to assist in reducing the amount of nutrient pollutants that travel into the Florida waterways the university has now shifted to the BioGreen line of fertilizers at the satellite locations. Information on this product can be found here:

http://www.floridabiogreen.com/

and the university's program reflects the exclusive use of this product in the turf care program.
A brief description of the institution's approach to plant stewardship:

---

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

---

A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

---

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

---

A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

---

The website URL where information about the programs or initiatives is available:
http://facilities.fit.edu/

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

Data sourced from the Grounds Manager located within the university's Facilities Operations Department.
Biodiversity

Score

0.00 / 2.00

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, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.

Daniel Sutton
University Sustainability Officer
Facilities

Criteria

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.

"---" indicates that no data was submitted for this field
Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:
The jungle wetland space around campus is maintained and protected as this area falls within the St. Johns Water Management District along the Eastern Coast of Florida. This is a sensitive area that borders Crane Creek and the Crane Creek Scrub (IUCN Category V) and the Indian River Lagoon (IUCN Category IV). The University has made the commitment to protect these areas of campus such that they can retain their natural character.

Florida Tech's main campus is also located a few minutes from the Indian River Lagoon (IRL), the most diverse estuary in North America. It is home to more than 2100 plant species and 2200 animal species, with at least 35 species being threatened or endangered; and contains 27% of Florida's salt marshes. The Indian River Lagoon Research Institute was created at Florida Tech to implement sustainable solutions for the maintenance and revitalization of the IRL. Florida Tech has a research facility adjacent to the Indian River Lagoon and also in Vero Beach, FL (Vero Beach Marine Laboratory) used for aquaculture advance and research on the species in the area.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or –managed land?:
No

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:
No

The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:
---

A brief description of identified species, habitats and/or environmentally sensitive areas:
---

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:
---

The website URL where information about the programs or initiatives is available:
http://research.fit.edu/irlri/index.php
### Additional documentation to support the submission:
---

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

Data sourced from Facilities Operations Department, Office of Environmental and Regulatory Compliance, IBAT Database, and the Indian River Lagoon Research Institute (IRLRI).
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>Sustainable Procurement</td>
<td>0.75 / 3.00</td>
</tr>
<tr>
<td>Electronics Purchasing</td>
<td>0.00 / 1.00</td>
</tr>
<tr>
<td>Cleaning and Janitorial Purchasing</td>
<td>0.74 / 1.00</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
<td>0.00 / 1.00</td>
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</table>
Sustainable Procurement

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.75 / 3.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution’s business partners (i.e. product and service providers).

Part 2

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems and building components (e.g. HVAC systems). 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.

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Chemically intensive products and services (e.g. building and</td>
<td>• Published measures to minimize the use of chemicals.</td>
</tr>
<tr>
<td>facilities maintenance, cleaning and sanitizing, landscaping and</td>
<td>• A stated preference for green cleaning services and third party</td>
</tr>
<tr>
<td>grounds maintenance)</td>
<td>certified products.</td>
</tr>
<tr>
<td>2) Construction and renovation (e.g. furnishings and building</td>
<td>• A stated preference for materials that meet LEED requirements.</td>
</tr>
<tr>
<td>materials)</td>
<td></td>
</tr>
</tbody>
</table>
| 3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services) | - Published measures to reduce the demand for equipment.  
- A stated preference for ENERGY STAR or EPEAT registered products. |
| --- | --- |
| 4) Food services (i.e. franchises, vending services, concessions, convenience stores) (Note that dining halls and catering services operated by the institution or the institution’s primary dining services contractor are covered in Food & Dining). | - Including sustainability objectives in contracts with on-site franchises.  
- Requiring that franchises pay a living wage to employees. |
| 5) Garments and linens | - Published labor and human rights standards that suppliers must meet. |
| 6) Professional services (e.g. architectural, engineering, public relations, financial) | - A stated preference for disadvantaged or community-based service providers.  
- A stated preference for B Corporations. |
| 7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants) | - Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.  
- A stated preference for clean and renewable technologies. |
| 8) Wood and paper | - A stated preference for post-consumer recycled, agricultural residue or third party certified content.  
- A stated preference for FSC certified printing services. |
| 9) Other commodity categories that the institution has determined to have significant sustainability impacts | - Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards. |

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.

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

**Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?:**

Yes

**A copy of the policies, guidelines or directives:**

[Environmental Purchasing - Florida Tech Policy.docx](Environmental%20Purchasing%20-%20Florida%20Tech%20Policy.docx)

**The policies, guidelines or directives:**

---
Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:

No

Which of the following best describes the institution’s use of LCCA?:

---

A brief description of the LCCA policy and/or practices:

---

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:

Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

The university contracts with a third party custodial service vendor (National Management Resources Corporation) and specifies within the scope of work, dictated by the signed contract the following: "National will, whenever possible, furnish and utilize chemicals, agents, and coatings that are of "Green Seal" formulation. National is responsible for proper storage, use and disposal of such inventory outlined in University policy supporting Federal, State, and Local Regulatory Agencies." The Ground's Department within Facilities Operations also makes it mandatory to use BioGreen products for campus landscape management.

Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials?)

No

A brief description of the published sustainability criteria for construction and renovation products:

---

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?

No

A brief description of the published sustainability criteria for IT products and services:

---

Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?

---
No

A brief description of the published sustainability criteria for food services:
---

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:
No

A brief description of the published sustainability criteria for garments and linens:
---

Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:
No

A brief description of the published sustainability criteria for professional services:
---

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:
No

A brief description of the published sustainability criteria for transportation and fuels:
---

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:
No

A brief description of the published sustainability criteria for wood and paper products:
---

Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:
No

A brief description of the published sustainability criteria for other commodity categories:
---
The website URL where information about the programs or initiatives is available:

---

Additional documentation to support the submission:

---

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

All data sourced via the University Sustainability Council, the Campus Sustainability Office, the Purchasing Office, and the Facilities Operations Department.
Electronics Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 1.00</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria**

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Cleaning and Janitorial Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.74 / 1.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

Criteria

Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total expenditures on cleaning products:
80,000 US/Canadian $

Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):
72,000 US/Canadian $

Total expenditures on janitorial paper products:
53,177.53 US/Canadian $

Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):
26,588.76 US/Canadian $
Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

74.03

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

The financial figures represent a one-year period for the university's fiscal year (May 1, 2015 - April 30, 2016).

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

http://www.fit.edu/sustainability/

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

Information obtained from the university's Director of Custodial Services at FIT, National Management Resources Corp. National Management Resources Corp. is the University's contractor for janitorial services.
### Office Paper Purchasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>0.00 / 1.00</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria**

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Points Claimed  2.95
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>0.31 / 1.00</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
<td>1.00 / 2.00</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
<td>0.24 / 2.00</td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
<td>1.40 / 2.00</td>
</tr>
</tbody>
</table>
Campus Fleet

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.31 / 1.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

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 (including electric assist utility bicycles and tricycles)
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, electric assist cycles, 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 (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution’s fleet:
137

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>Fuel 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>

**Do the figures reported above include leased vehicles?:**
Yes

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**
Understanding the importance of having a quick response time, a large percentage of the university's Facilities Operations Department have adopted the use of electric utility carts to move about the campus. These electric powered carts reduce campus GHG emissions and also utilize a solar charging station for clean, renewable power. Using these utility carts has allowed the university to realize greater operational savings compared to owning traditional maintenance trucks.

**The website URL where information about the programs or initiatives is available:**
http://www.fit.edu/sustainability/campus/

**Additional documentation to support the submission:**
---

**Data source(s) and notes about the submission:**
Information obtained from the Transportation Supervisor within the campus Facilities Operations Department.
Student Commute Modal Split

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 1.00 / 2.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

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 (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation (0-100):

50

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

The Fiscal Year 2016 data was determined from a representative sample survey distributed to all main campus students for use in previous Common Data Set submission to the Princeton Review. Additionally, the Office of Security provided data for all registered campus parking permits each year which provided the break down of on-campus vs. off-campus drivers.

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>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>50</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>40</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>---</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>5</td>
</tr>
</tbody>
</table>
Use a motorcycle, scooter or moped  

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

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

Information was gathered from the Office of Institutional Research, Office of Security, and the campus Facilities Operations Department.
## Employee Commute Modal Split

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 0.24 / 2.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

### 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 as their primary method of transportation:

12

### A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

This data was collected from a representative survey for use in previous campus sustainability efforts. Additionally, the Office of Security provided data for all registered campus employee parking permits which distinguished between vehicle makes and models which was used to determine the percentage.

### 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>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>Activity</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
</tr>
</tbody>
</table>

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

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:
Information was gathered from the Office of Institutional Research, Office of Security, and the campus Facilities Operations Department.
Support for Sustainable Transportation

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.40 / 2.00</td>
<td>Daniel Sutton</td>
</tr>
<tr>
<td></td>
<td>University Sustainability Officer</td>
</tr>
<tr>
<td></td>
<td>Facilities</td>
</tr>
</tbody>
</table>

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- 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) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
- Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a “complete streets” or bicycle accommodation policy)
- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- 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, that reduces employee commuting
- Has incentives or programs to encourage employees to live close to campus
- Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)

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

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:
The university offers secured bicycle storage options all across campus with outdoor and covered bicycle racking areas. Commuters are encouraged to bring their own locks to secure their bikes to university racking. Campus Security makes regular patrols to protect these areas. Showers and lockers can also be utilized in the Charles and Ruth Clemente Center (multi-purpose sports facility) and the Varsity Training Center.

**Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:**

Yes

**A brief description of the bicycle parking and storage facilities:**

Bicycle racks are available outside most campus buildings across the university. As a popular method of travel across campus, the University wants to make racking and storage as convenient as possible. Long term storage for on-site students is available outside each on-campus Residence Hall. Students are also allowed to store the bicycle within their designated rooms.

**Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?**

Yes

**A brief description of the bicycle and pedestrian plan or policy:**

Bicycle and Skateboard Regulations

Sections 316.0085 and 316.1925 and 316.0085 are used as guides to these regulations.

Under Florida’s Uniform Traffic Control Law, “Every person propelling a vehicle by human power has all the rights and all the duties applicable to the driver of any other vehicle under this chapter. The term “vehicle” includes bicycles under this law. Additionally, a person propelling a vehicle (a bicycle is a vehicle) by human power upon and along a sidewalk, or across a roadway upon and along a crosswalk, has all the rights and duties applicable to a pedestrian under the same circumstances. Pedestrians have the right of way in all instances.

The term bicycles includes: unicycles, bicycles or tricycles or any or any self-propelled unit of a similar type. The term skateboard includes any similarly designed including 3 wheels, handles, self-propelled or motor propelled.

All persons engaged in bicycling and/or skateboarding shall be responsible for:

- Acting within the limits of their ability and the purpose and design of the equipment used.
- Maintaining control of their person and the equipment used.
- Refraining from acting in any manner which may cause or contribute to the death or injury of themselves or other persons.
- Failure to comply with 1, 2, or 3 shall constitute negligence.
- Every bicycle must have a seat.
- Bicycles cannot carry more than 1 person at a time. The exception is an adult with a child seat or baby sling.
- Bicycle riders under the age of 16 must wear an approved helmet.
- Bicycle riders, skateboard riders or riders of other similarly designed devices shall not grab hold of or onto motorized vehicles.
- Bicycles shall be ridden as close as practical to the right side of the sidewalk or roadway. They shall not be ridden in the middle or left side of the sidewalk, roadway or other surface.
- Bicycles are permitted to pass pedestrians, other slower moving vehicles only if it can be done in safety without interfering in the right of way.
Bicyclists must utilize hand signals prior to making turns. Bicycles used between sunset and sunrise shall be equipped with a white light in front and a red light to the rear.

Bicycles and skateboards shall stop at all stop signs and before entering into all intersections.

When riding between buildings, bicyclists and skateboard riders shall stop or slow down as applicable before clearing the building and entering the adjoining roadway or sidewalk.

Prior to entering a crosswalk or street, (with or without a stop sign) rider and skateboarders shall come to a complete stop and then shall travel at a rate of speed consistent with pedestrian and or other vehicle traffic.

No person upon roller skates, or riding in or by means of any coaster, toy vehicle, or similar device, may go upon any roadway except while crossing a street on a crosswalk; and, when so crossing, such person shall be granted all rights and shall be subject to all of the duties applicable to pedestrians.

---

**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:**

The University's SGA (Student Government Association) has a fleet of 18 bicycles that they rent out for free to any campus student for a duration of two weeks. This initiative has become very popular and now includes a wait list for rentals.

**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 programs:**

Florida Tech operates a free campus shuttle that makes stops all across various campus locations, along with off campus destinations to the College of Business, Panther Bay Apartments (Greek village housing), and the Melbourne Airport. The routes also extends into Historic Downtown Melbourne on the weekends and occasionally to various nearby attractions.

**Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?**

No

**A brief description of the guaranteed return trip program:**

---

**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?**

No

**A brief description of the carpool/vanpool program:**
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?:

No

A brief description of the car sharing program:

---

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:

Two electric vehicle recharging stations are located in the lower level of the campus parking garage behind the Panther Dining Hall. This is a dual Level 2 / Level 1 charger. The university also added a second recharge station near the new Student Design Center that is a dual, Level 2 charging station.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

---

Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:

No

A brief description of the condensed work week option:

---

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:

---
Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:
Yes

A brief description of other strategies to reduce the impact of commuting:
All across campus, there are signs in public parking lots distinguishing low emission vehicle parking, along with E-V parking areas. The goal with designating specific parking spots across campus is to encourage more individuals to drive more environmentally friendly vehicles. These parking spots are located near popular buildings across campus.

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

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:
All data collected was from the university's Office of Security and the campus Facilities Operations Department.
Waste

Points Claimed  3.73
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 and Diversion</td>
<td>2.73 / 8.00</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>
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</tbody>
</table>
## Waste Minimization and Diversion

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
</table>
| 2.73 / 8.00 | Daniel Sutton  
University Sustainability Officer  
Facilities |

### 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 0.50 tons (0.45 tonnes) per weighted campus user.
Part 3

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste Diversion and Hazardous Waste Management credits.

Consistent with the U.S Environmental Protection Agency’s Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>470.35 Tons</td>
<td>759.71 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>0 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials donated or re-sold</td>
<td>5 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials disposed through post-recycling residual conversion</td>
<td>0 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials disposed in a solid waste landfill or incinerator</td>
<td>1,310.40 Tons</td>
<td>1,719.90 Tons</td>
</tr>
<tr>
<td>Total waste generated</td>
<td>1,785.75 Tons</td>
<td>2,479.61 Tons</td>
</tr>
</tbody>
</table>

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

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

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>May 1, 2015</td>
<td>May 1, 2014</td>
</tr>
<tr>
<td>End Date</td>
<td>April 30, 2016</td>
<td>April 30, 2015</td>
</tr>
</tbody>
</table>

A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The university first started the recycling program in the late 2000's so Facilities Operations wanted to have the baseline as the year prior to major changes in the campus collection schedule. The university's fiscal year 2015 represents May 1, 2014 - April 30, 2015. Starting in the summer of 2015, the University completed a waste generation study with our refuse partner, Waste Management. From this study, the university was able to recognize significant savings and waste diversion improvement by "right sizing" containers and optimizing the collection schedule. This is why May 1, 2015 - April 30, 2016 was utilized as the performance year.

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 students resident on-site</td>
<td>1,573</td>
<td>1,729</td>
</tr>
<tr>
<td>Number of employees resident on-site</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Number of other individuals resident on-site and/or staffed hospital beds</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>Total full-time equivalent student enrollment</td>
<td>4,509</td>
<td>4,138</td>
</tr>
<tr>
<td>Full-time equivalent of employees (staff + faculty)</td>
<td>1,096</td>
<td>791</td>
</tr>
<tr>
<td>Full-time equivalent of students enrolled exclusively in distance education</td>
<td>1,156</td>
<td>1,052</td>
</tr>
<tr>
<td>Weighted campus users</td>
<td>3,798.75</td>
<td>3,408.75</td>
</tr>
</tbody>
</table>

Total waste generated per weighted campus user:
### Performance Year | Baseline Year
--- | ---
Total waste generated per weighted campus user | 0.47 Tons | 0.73 Tons

**Percentage reduction in total waste generated per weighted campus user from baseline (0-100):**

35.38

**Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:**

26.62

**Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):**

26.62

**In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:**

<table>
<thead>
<tr>
<th>Materials</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</td>
<td>Yes</td>
</tr>
<tr>
<td>Cooking oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Plant materials</td>
<td>Yes</td>
</tr>
<tr>
<td>Animal bedding</td>
<td>No</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>Residence hall move-in/move-out waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Pallets</td>
<td>Yes</td>
</tr>
<tr>
<td>Tires</td>
<td>Yes</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>No</td>
</tr>
</tbody>
</table>

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

---

Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :

0 Tons

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Average contamination rate for the institution’s recycling program (percentage, 0-100):

45

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

The university is attempting to reduce overall contamination rates by raising awareness through the campus Sustainability Office. Periodically, the Sustainability Office sends out bulletins on proper recycling and waste diversion across campus. Proper recycling is also outlined in the University Sustainability Guide that was distributed to all incoming students starting in the Fall 2016 semester. The Sustainability Office is also actively placing signs in strategic campus areas to identify proper recycling containers and materials.

A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

Periodically, the campus Sustainability Office sends out bulletins on proper recycling and waste diversion across campus. Proper recycling is also outlined in the University Sustainability Guide that was distributed to all incoming students starting in the Fall 2016
semester. The Sustainability Office is also actively placing signs in strategic campus areas to identify proper recycling containers and materials. In addition to the University Sustainability Guide, a voluntary Campus Sustainability Pledge has been created to encourage and entice more sustainable behavior.

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

The University periodically works with our refuse vendor, Waste Management, to verify disposal efforts are improving. Facilities Operations recently changed the color of the trash and recycling bags to take a color coded approach, making it easier to identify areas where there is a higher contamination rate.

A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):

N/A

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

The University's Property Administration Department oversees all surplus supplies and responsibly disposes of the materials via a third party vendor that meets the university's environmental certification requirements, or donates the materials to local non-profit groups.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):

N/A

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

In the fall of 2016, the university's Business and Retail Operations Department, along with IT, rolled out new printers and copiers across campus that now require ID card access to track and discourage printer overuse and abuse of supplies. This system has the ability to see what individuals are using the most paper to allow for behavioral change.

A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:

N/A

A brief description of the institution's program to reduce residence hall move-in/move-out waste:
FIT started the first campus wide, "Leave Green" initiative at the end of the spring 2016 semester. This initiative looked to capture the reusable materials that often end up in roll-off dumpsters, and adequately donate them to local community non-profits. During this initiative, the university donated over three box truck loads of goods, totaling over 9,000 lbs to community groups and non-profits.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

The university has stations set up to collect batteries, aerosols and e-waste that are routinely collected and disposed of responsibly. The Office of Environmental and Regulatory Compliance also tracks and assists in collection efforts across campus.

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

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

All data derived from the Office of Institutional Research, the campus Facilities Operations Department, campus Sustainability Office, and the Office of Environmental and Regulatory Compliance.
## 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></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.
Hazardous Waste Management

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Daniel Sutton</td>
</tr>
<tr>
<td></td>
<td>University Sustainability Officer</td>
</tr>
<tr>
<td></td>
<td>Facilities</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 ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (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:

Containers previously holding hazardous waste and chemicals are routinely cleaned, serviced, and reused as a best management practice to help offset costs and wasteful disposal. Research professors in all of the Science Departments often share or donate extra or unwanted chemicals to one another in an effort to reduce disposal needs and costs.

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

The Office of Environmental and Regulatory Compliance enforces a strict “no-drain-disposal” policy which extends to all chemicals including non-regulated varieties. Satellite accumulation areas (SAA) are setup in every lab which generates hazardous waste. The SAA’s are inspected on a weekly basis for fullness and potential non-compliance issues. All full waste containers, unwanted chemicals, or universal waste is safely transported within secondary containment to the central accumulation area (CAA) for temporary storage; chemicals are segregated by compatibility to prevent unwanted reactions in the case of unforeseen container failure. The CAA’s contents are tendered to a licensed disposal company every 90 days as required by our large quantity generator status. Universal waste is segregated by battery type and mercury containing lamps are over-packed in ridged fiber drums.
A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

Fiscal year 2016, the University experienced a small release of gasoline caused by a faulty valve on one of the above ground storage tanks. The release was absorbed as quickly as possible but some entered a storm water drain. Luckily the water level was low in the drain which prevented any gasoline from escaping into the campus drainage ponds. Florida Tech contacted the emergency response company which promptly dispatched a crew to clean the asphalt, remove contaminated materials, and pump-out the storm water drain. The appropriate state agencies were contacted during and post cleanup.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Florida Institute of Technology does not currently have an official inventory system to redistribute or reuse laboratory chemicals; current practices is done by word-of-mouth.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

Students/ faculty/ and staff can drop off old electronics (phones, computers cords, batteries, etc.), at the Evans Library and the Shipping and Receiving center throughout the year, as well as various residence halls during the end of the academic year during move-outs. Florida Tech Property Administration, in partnership with Tech Support, has a program that allows for sustainable disposal of almost any electronic item.

Is the institution’s electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:

---

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

http://www.fit.edu/sustainability/campus/recycling/
Additional documentation to support the submission:

---

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

Data sourced from the Office of Environmental and Regulatory Compliance, Property Administration, and the campus Sustainability Office.
Water

Points Claimed  1.89
Points Available  6.00

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
<td>1.39 / 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 and Low to Medium Risk</td>
<td>1 n</td>
<td>4</td>
</tr>
<tr>
<td>Medium to High Risk</td>
<td>1 n</td>
<td>5</td>
</tr>
<tr>
<td>High and Extremely High Risk</td>
<td>2 n</td>
<td>6</td>
</tr>
</tbody>
</table>

Rainwater Management

0.50 / 2.00
Water Use

**Score**

1.39 / 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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<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 and Low to Medium Risk</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Medium to High Risk</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>High and Extremely High Risk</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Daniel Sutton  
University Sustainability Officer  
Facilities

**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 "Physical Risk QUANTITY" for the institution’s main campus as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas:

stars.aashe.org  
Florida Institute of Technology | STARS Report | 156
Low to Medium

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>53,524,300 Gallons</td>
<td>47,135,702 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>52,670,800 Gallons</td>
<td>46,930,802 Gallons</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>May 1, 2015</td>
<td>April 30, 2016</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>May 1, 2012</td>
<td>April 30, 2013</td>
</tr>
</tbody>
</table>

A brief description of when and why the water use baseline was adopted:

The baselines were chosen to correspond with the energy baselines Facilities Operations had established to ensure consistency.

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 students resident on-site</td>
<td>1,573</td>
<td>1,454</td>
</tr>
<tr>
<td>Number of employees resident on-site</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Number of other individuals resident on-site and/or staffed hospital beds</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>Total full-time equivalent student enrollment</td>
<td>4,509</td>
<td>4,138</td>
</tr>
<tr>
<td></td>
<td>Performance Year</td>
<td>Baseline Year</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Full-time equivalent of employees (staff + faculty)</td>
<td>1,096</td>
<td>791</td>
</tr>
<tr>
<td>Full-time equivalent of students enrolled exclusively in distance education</td>
<td>1,156</td>
<td>1,213</td>
</tr>
<tr>
<td>Weighted campus users</td>
<td>3,798.75</td>
<td>3,219</td>
</tr>
</tbody>
</table>

**Potable water use per weighted campus user:**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use per weighted campus user</td>
<td>13,865.30 Gallons</td>
<td>14,579.31 Gallons</td>
</tr>
</tbody>
</table>

**Percentage reduction in potable water use per weighted campus user from baseline (0-100):**

4.90

**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>2,108,823.22 Gross Square Feet</td>
<td>1,382,379.57 Gross Square Feet</td>
</tr>
</tbody>
</table>

**Potable water use per unit of floor area:**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use per unit of floor area</td>
<td>24.98 Gallons / GSF</td>
<td>33.95 Gallons / GSF</td>
</tr>
</tbody>
</table>

**Percentage reduction in potable water use per unit of floor area from baseline (0-100):**

26.43

**Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):**

No

**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>28 Acres</td>
<td>28 Acres</td>
</tr>
</tbody>
</table>

**Total water use (potable + non-potable) per unit of vegetated grounds:**

<table>
<thead>
<tr>
<th>Total water use per unit of vegetated grounds</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,911,582.14 Gallons / Acre</td>
<td>1,683,417.93 Gallons / Acre</td>
</tr>
</tbody>
</table>

**Percentage reduction in total water use per unit of vegetated grounds from baseline (0-100):**

0

**A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:**

Florida Institute of Technology distributed the first University Sustainability Guide to on campus students during the Fall 2016 move in. This guide provided tips and showcased how the university was trying to reduce their overall water consumption.

**A brief description of the institution's water recovery and reuse initiatives:**

At a few off-campus locations, the university has access to reclaimed water from the City of Melbourne, FL. The city is planning on running a reclaimed water line to the heart of the university's main campus, but that is a future initiative. Well water is the source of campus grounds irrigation and is not metered.

**A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):**

The university in past years had partnered with Siemens as part of the performance contract was the replacement of older plumbing fixtures with newer, low flow designed fixtures and fittings. This is an on going endeavor across campus as systems fail and need replaced, low flow fittings and fixtures are installed.

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


**Additional documentation to support the submission:**

---
Data is sourced from campus Facilities Operations Department and the Office of Institutional Research.
Rainwater Management

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.50 / 2.00</td>
<td><strong>Daniel Sutton</strong>&lt;br&gt;University Sustainability Officer&lt;br&gt;Facilities</td>
</tr>
</tbody>
</table>

**Criteria**

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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

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

**Which of the following best describes the institution’s approach to rainwater management?:**

No written policies, plans or guidelines, but green infrastructure and LID practices are used

**A brief description of the institution’s green infrastructure and LID practices:**

The university employs the use of storm water retention ponds and detention ponds across campus. This allows the University to capture the rainwater for use in irrigation and also to reduce campus flooding, and storm system overflows. The detention ponds allow the water to percolate back into the soil in a safe manner. Low Impact Design (LID) is considered with any new campus building construction project.

**A copy of the institution’s rainwater management policy, plan, and/or guidelines:**

---

**A brief description of the institution’s rainwater management policy, plan, guidelines and/or practices that supports the responses above:**

The university in recent years has constructed a series of green containment ponds that allow for the capture of rainwater from impervious surfaces rather than draining directly into the city’s storm sewers. The university can use this water for irrigation throughout the campus to help regulate pond levels and prevent future overflows.

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


**Additional documentation to support the submission:**

stars.aashe.org
Data source(s) and notes about the submission:

Data sourced from the Ground's Manager within the campus's Facilities Operations Department.
Planning & Administration

Coordination & Planning

Points Claimed 4.00
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>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Sustainability Planning</td>
<td>1.25 / 4.00</td>
</tr>
<tr>
<td>Participatory Governance</td>
<td>1.75 / 3.00</td>
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</table>
Sustainability Coordination

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<tr>
<th>Score</th>
<th>Responsible Party</th>
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</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Daniel Sutton</td>
</tr>
<tr>
<td></td>
<td>University Sustainability Officer</td>
</tr>
<tr>
<td></td>
<td>Facilities</td>
</tr>
</tbody>
</table>

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers the entire institution.

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 one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. “Academic Affairs Sustainability Taskforce”) does not count toward scoring in the absence of institution-wide coordination.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee’s purview and activities:

The University Sustainability Council (USC) assists in coordination of academic and operational efforts to advance best practices in sustainability across the Florida Tech campus.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

- Daniel Sutton - Staff - Committee Co-Chair
- Ken Lindeman - Faculty - Committee Co-Chair
- Andy McIlwraith - Staff - Marketing and Communications Sub-Committee
- Curtis Robinson - Staff - Operations Sub-Committee
- Donn Miller-Kermani - Staff
- Erica Spencer - Staff - Marketing and Communications Sub-Committee
- Gordon Nelson - Faculty - Academics Sub-Committee
- Greg Graham - Staff - Operations Sub-Committee
- Gregory Connell - Staff - Marketing and Communications Sub-Committee
- Henry Peebles - Staff - Operations Sub-Committee
- Ismael Cremer - Faculty - Academic Sub-Committee
Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:
No

A brief description of each sustainability office:
---

Full-time equivalent (FTE) of people employed in the sustainability office(s):
---

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Daniel J. Sutton

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:
Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:
Florida Tech's University Sustainability Council was formed during the Fall 2014 semester. Through their initial efforts, the Sustainability Office was established and their first University Sustainability Officer was hired to organize and direct the offices' efforts. Other accomplishments include the development and publishing of the university's first campus sustainability guide, and the campus's first on-site community garden.

Job title of the sustainability officer position:
University Sustainability Officer
Job description for the sustainability officer position:

---

Job description for the sustainability officer position:

Title: University Sustainability Officer
Job Category: Staff
Location: Melbourne
Description:
The Sustainability Officer will develop, coordinate and administer programs, and advise on policies within areas of campus facilities sustainability.
Duties:
Develop, plan, coordinate and implement activities related to sustainability systems, utility bill management analytics and optimize energy costs.
Lead a campus-wide campaign to reduce energy consumption.
Integrate sustainable practices into Facilities’ standard practices.
Encourage and facilitate other sustainability programs around campus Coordinate campus measurement systems and certifications.
Achieve Princeton Review ranking as a Green College.
Develop grant opportunities and prepare proposals with others.
Provide content for the Facilities and Sustainability websites for sustainability-related news.
Work with Marketing & Communications to document FIT sustainability stories.
Coordinate with student organizations as they implement sustainability initiatives.
Coordinate quarterly University Sustainability Committee meetings.
Assist with standing and ad hoc sustainability projects around campus.

Job title of the sustainability officer position (2nd position):

---

Job description for the sustainability officer position (2nd position):

---

Job description for the sustainability officer position (2nd position):

---

Job title of the sustainability officer position (3rd position):

---

Job description for the sustainability officer position (3rd position):

---

Job description for the sustainability officer position (3rd position):
The website URL where information about the programs or initiatives is available:
http://www.fit.edu/sustainability/

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

Data collected from the University Sustainability Council, and the campus Sustainability Office within the Facilities Operations Department.
Sustainability Planning

<table>
<thead>
<tr>
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<td></td>
<td>University Sustainability Officer</td>
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<td></td>
<td>Facilities</td>
</tr>
</tbody>
</table>

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published 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.

"---" indicates that no data was submitted for this field
Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:

In 2013, Florida Tech created a new Strategic Plan titled “Targeting the Top Ten” as a guide map through 2023. Within this document, the former President, Dr. Anthony Catanese, highlighted ten strategic initiatives to serve as the priorities and goals for the university moving forward. The initiatives are as follows:

Strategic Initiative 1: Mission Statement
Strategic Initiative 2: Undergraduate Education
Strategic Initiative 3: Undergraduate Enrollment
Strategic Initiative 4: Graduate Education and Enrollment
Strategic Initiative 5: Student Life
Strategic Initiative 6: Technology
Strategic Initiative 7: Stewardship of University Resources
Strategic Initiative 8: Research and Sponsored Programs
Strategic Initiative 9: Funding
Strategic Initiative 10: Communication and Teamwork.

Vision for 2018
The Florida Institute of Technology is a technology and science oriented institution of higher education focused on the successful careers of the students, the conduct of applied research for the benefit of mankind and the production of a global citizenry that fully understand the global issues and the dependency of both the inhabitants and nature. The mantra is high technology with a human touch.

Strategic Initiative 2: Undergraduate Education
2018 Strategic Priorities and Goals
College of Science (CoS)
To generate new and innovative majors and options

College of Engineering
To evaluate technical areas for new degree programs or revised disciplines addressing future developments in areas such as materials science engineering, energy and sustainability, and space-related initiatives (especially those that relate to the CoE Center for Space Commercialization)

Strategic Initiative 4: Graduate Education and Enrollment
2018 Strategic Priorities and Goals
College of Engineering

Strategic Initiative 5: Student Life
2018 Strategic Priorities and Goals
To promote a living and learning environment in which students can achieve their fullest potential and a healthy and rewarding quality of life through student services and programs.
To promote a paperless campus for all policies, university forms and approval processes.
Strategic Initiative 7: Stewardship of University Resources
2018 Strategic Priorities and Goals
To maintain focus on campus beautification and safety
  – To continue a campus-wide agronomics plan
  – To attain a campus-wide compliance with the Sustainability Tracking, Assessment & Rating System™ (STARS) for all Grounds Department practices
  – To develop safer pathways through campus
  – To identify and evaluate processes for industry specific certifications (e.g., Tree Campus USA site)

Vision for 2023
The Florida Institute of Technology is a broad based university with a technology and science focus but with a deep appreciation for the liberal and fine arts. Florida Tech produces graduates who are good global citizens but who appreciate the interaction of technology, art and nature. The mantra is high technology with a human touch and a full respect for the planet and its wonders.

Strategic Initiative 2: Undergraduate Education
2023 Strategic Priorities and Goals
College of Engineering
  -To update each curriculum in CoE to increase awareness of business, public policy and global issues
  -To evaluate technical areas for new degree programs or revised disciplines addressing future developments in areas such as materials science engineering, energy and sustainability, and space-related initiatives (especially those that relate to the CoE Center for Space Commercialization)

College of Science (CoS)
To generate new and innovative majors and options

Strategic Initiative 4: Graduate Education and Enrollment
2023 Strategic Priorities and Goals
College of Engineering

Strategic Initiative 7: Stewardship of University Resources
2023 Strategic Priorities and Goals
To focus on campus beautification and safety
  – To maintain a campus-wide compliance with the Sustainability Tracking, Assessment & Rating System™ (STARS)

A copy of the strategic plan:
strategic-plan 2013.pdf

The website URL where the strategic plan is publicly available:

Does the institution have a published sustainability plan (apart from what is reported above)?
No
A copy of the sustainability plan:
---

The website URL where the sustainability plan is publicly available:
---

Does the institution have a published climate action plan (apart from what is reported above)?:
No

A copy of the climate action plan:
---

The website URL where the climate action plan is publicly available:
---

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)?:
Yes

A list of other published plans that address sustainability, including public website URLs (if available):

Sustainability Studies Academic Program Plan
Integrated Pest Management Plan -

http://facilities.fit.edu/documents/FIT-4TierIPM.pdf

Campus Tree Plan (Tree Campus USA) -http://facilities.fit.edu/documents/FIT%20Tree%20Care%20Plan.pdf
Sustainable Transportation Plan - Draft


Sustainable Purchasing Plan - Draft
Green Seal Certified Cleaners Policy (National Management)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:
Yes

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:
Strategic Initiative 2: Undergraduate Education
2018 Strategic Priorities and Goals
College of Science (CoS)
-To generate new and innovative majors and options

Academic year 2014-2015 - The Bachelor of Science degree in Sustainability Studies was made operational due to the growing demand and enrollment with the Minor in Sustainability program.

Florida Tech's major program in Sustainability Studies expands on our well-known science and engineering strengths with customized business and social science courses to produce sustainability degree graduates who can operate across multiple disciplines in existing and emerging careers. Four concentrations are offered: Technology & Engineering; Business & Economics; Environmental Sciences; and Social Sciences. Student capstone projects for the sustainability degree and the minor program are helping to spear-head sustainability initiatives on-campus and around the Space Coast.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:
No

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

---

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:
Yes

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

Strategic Initiative 5: Student Life
2018 Strategic Priorities and Goals
To promote a living and learning environment in which students can achieve their fullest potential and a healthy and rewarding quality of life through student services and programs.

The Sustainability Major program enables students to work with Facilities Operations staff to develop campus-wide guidelines and sustainability initiatives to be used in future planning and to be integrated into the future University Sustainability Plan. Recent examples of living and learning environment initiatives include the recent opening of the campus's community garden, energy reduction challenges, and plastic film recycling.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:
No

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans...
Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:
No

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

---

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:
No

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

---

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:
No

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

---

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:
No

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

---

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:
Yes

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:
Strategic Initiative 7: Stewardship of University Resources
2018 Strategic Priorities and Goals
To maintain focus on campus beautification and safety

Use of the University’s 4-Tiered Integrated Pest Management Plan:
1. Set action thresholds
2. Monitor and identify pests
3. Prevent pest from becoming a threat
4. Control

The Grounds Department has committed to using BioGreen across all campus managed properties. The only exception for this is within the campus Botanical Garden where this area is managed organically to maintain its diverse ecosystem.

_taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:_ Yes

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

Strategic Initiative 7: Stewardship of University Resources
2023 Strategic Priorities and Goals
Stewardship of the university’s financial resources is the responsibility of all employees.
For people with administrative or supervisory responsibilities, financial stewardship typically includes developing, implementing, maintaining and following proper administrative and accounting procedures, as well as complying with all relevant governmental and regulatory requirements.

Under this strategic initiative of the University's Strategic plan, multiple campus departments are addressing the following purchasing guidelines to ensure compliance and stewardship of university financial resources.

1. Food & beverage purchasing guide
2. Low impact dining purchasing guide
3. Cleaning products purchasing guide
4. Electronics purchasing guide
5. Office paper purchasing guide
6. Guidelines for future business partners

_taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:_ Yes

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

Strategic Plan APPENDIX VII–CAMPUS PRIORITIES
Campus Plan
A campus plan is a continuous work-in-progress that melds together architecture, infrastructure, landscape, and environment. This plan offers a view of those systems, and how they connect the campus. It makes recommendations that will integrate the needs of the university into future building and campus improvement programs.

TROLLEYS
Improving transportation options makes the entire campus more accessible. The new trolley system will connect areas that may be considered isolated from the heart of campus, and will reduce the frequent short car trips that clog the University Boulevard corridor. Campus tours that originate at the Florida Tech Commons building will also enjoy the safety of crossing Babcock Street in a charming trolley.

As the campus plan evolves with the success of the trolley system, Facilities Operations has created a list of goals to achieve over the ten year duration of the strategic plan:

1. Low emission & fuel efficient vehicles parking - Implemented Fall 2015
2. Electric vehicle parking - Implemented Spring 2016
3. Ride-sharing - In-Process
4. Alternative transportation (bikes, skateboards, etc.) - In-process
5."Greening" existing campus fleet - In process

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?: No

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

---

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?: No

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

---

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?: No

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

---
Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

No

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

---

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:

No

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

---

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:

No

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

---

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)?

---

The formal statement in support of sustainability:

---

The institution’s definition of sustainability (e.g. as included in a published statement or plan):

---

Is the institution an endorser or signatory of the following?:

---
<table>
<thead>
<tr>
<th>Commitment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Earth Charter</td>
<td>---</td>
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<tr>
<td>The Higher Education Sustainability Initiative (HESI)</td>
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<tr>
<td>ISCN-GULF Sustainable Campus Charter</td>
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<tr>
<td>Second Nature’s Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment</td>
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<tr>
<td>The Talloires Declaration (TD)</td>
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<tr>
<td>UN Global Compact</td>
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<tr>
<td>Other multi-dimensional sustainability commitments (please specify below)</td>
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</tbody>
</table>

**A brief description of the institution’s formal sustainability commitments, including the specific initiatives selected above:**

---

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

---

**Additional documentation to support the submission:**

---

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

Data Sourced from campus Facilities Operations Department, the campus Sustainability Office, The Office of the President, Dr. Ken Lindeman, and the Office of Institutional Research.
## Participatory Governance

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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</table>
| 1.75 / 3.00 | **Daniel Sutton**  
University Sustainability Officer  
Facilities |

### Criteria
Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

  And/or

- Elected student, staff and/or faculty representatives on the institution’s highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.
Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution’s governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution’s governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
  - Local government and/or educational organizations;
  - Private sector organizations; and/or
  - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), 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 the institution’s students have a representative body through which they can participate in governance (e.g. a student council)?

Yes

Do the institution’s students have an elected representative on the institution’s highest governing body?

No

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

The Student government Association (SGA) is a student run organization for the students. It consists of peer elected and peer appointed student representatives that act as liaisons between the students and the faculty, staff and administration. SGA is the medium through which students can comment and discuss issues affecting the student body, make recommendations for improving student life and contribute to the greatness of our university.

SGA primarily exists to address student concerns and needs while providing services that enhance overall student life and development. The SGA president also attends the Board of Trustees, Academic Affairs Committee each quarter to discuss issues and present the status of the student body.
Do the institution’s staff members have a representative body through which they can participate in governance (e.g. a staff council)?:
Yes

Do the institution’s non-supervisory staff members have an elected representative on the institution’s highest governing body?:
No

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

The purpose of the Staff Advisory Committee is to enhance employee morale, improve the work environment by identifying current work issues and challenges, and offer suggestions to the President for positive changes in this regard.

Do the institution’s teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:
Yes

Do the institution’s teaching and research faculty have an elected representative on the institution’s highest governing body?:
No

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

The functions of the Faculty Senate shall be to consider policies affecting the academic activities of the university, faculty, welfare, administration, scholarship, awarding of degrees and such other matters as may maintain and promote the best interests of the university. The Faculty Senate shall recommend to the Vice President for Academic Affairs the establishment of new policies or changes to existing policies and report its actions to the academic faculty.

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:
Yes

A copy of the written policies and procedures:
---

The policies and procedures:

Mission
Facilitating Relationships: University, Government, Community Outreach
Opportunity
Collaboration
Connecting Business, Community and Florida Tech

Values and Integration
Old definition of Economic Development:
Create industrial parks …
Upgrade utilities and transportation infrastructure …
Relocate companies using incentives supported by taxpayers and public policy

Economic Development in the 21st century Global Knowledge Economy:
Expansion of Capacities …
that contribute to the advancement of society …
through the realization of individuals’, firms’, and communities’ potential.

Economic Development with a Higher Education bent to it:
Proactive institutional engagement …
With partners and stakeholders …
In sustainable growth of competitive capacities, whether research or entrepreneurship
That contribute to the advancement and quality of life of society …
Through the realization of individual, firm, community, and regional economic and social potential.

Put into terms that all of us know and love:
Human capital / talent development;
Research and innovation (in science, technology, public policy, humanities and social realms); and
Stewardship of place.

In other words:
Teaching and Preparing the Workforce
Research and Technology Commercialization;
Service to the Community and Enhancement of Quality of Life

http://www.fit.edu/external-relations/mission.php#

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local government and/or educational organizations</td>
<td>No</td>
</tr>
<tr>
<td>Private sector organizations</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Civil society (e.g. NGOs, NPOs) | No

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

External stakeholders play a key role at Florida Tech as they represent a majority of the Board of Trustees (BOT) that assist in managing the institution. The majority of the BOT’s represent executives from private sector organizations. Members meet every fiscal quarter in various committees that focus on academic affairs, finance, and planning.

The website URL where information about the programs or initiatives is available:
http://www.fit.edu/

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

Data sourced from the University’s Strategic Plan, Board of Trustees, The Office of External Relations & Economic Development (ERED), The Office of Development, and the Office of the President.
Diversity & Affordability

Points Claimed  3.31
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>
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<tr>
<td>Assessing Diversity and Equity</td>
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<tr>
<td>Support for Underrepresented Groups</td>
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University Sustainability Officer
Facilities |

Criteria

**Part 1**

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

**Part 2**

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Diversity Committee, sponsored the Florida Tech's School of Psychology, is an active committee composed of faculty and students devoted to fostering a climate of appreciation and respect for human equality for all individuals regardless of race, color, disability, national origin, religion, age, sex, and sexual orientation. The committee works to promote diversity awareness and provide diversity-related information and programs to students within the School of Psychology and throughout the campus. Some activities include, but are not limited to:

- The “Diversity Out Loud” colloquial series
- Leading a “Safe Zone” initiative
- Participating in the annual FIT International Festival
- Hosting a festive and informative annual holiday party celebrating Christmas, Hanukkah, Eid, Diwali, and Kwanzaa.
- Providing informational heritage month materials
- The “Movie Night” series
Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Most

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Some

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Most

A brief description of the institution’s cultural competence trainings and activities:
Faculty and Staff training's are offered two times per year focusing on working with international students. For students, there are increased opportunities for international and domestic students to develop cultural competencies. Resident Assistant (RA) training, content in cross cultural courses, etc. There is also 'Internationalizing the Campus' Committee who started the "Do You Know" campaigns, segments made by students (flyers are dispersed throughout campus with info about different aspects of various countries are well as direct links to videos that students made pertaining to the countries).

The website URL where information about the programs or initiatives is available:
http://www.fit.edu/icc/

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:
Information sourced from the campus Diversity Committee located within the School of Psychology.

Websites pertaining to the diversity committee:
http://diversity.fit.edu/
http://cpla.fit.edu/psych/diversity-committee.php

DidYouKnowCampaign:
http://www.fit.edu/icc/
Assessing Diversity and Equity

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**Criteria**

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;

2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or

3) Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Support for Underrepresented Groups

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**Criteria**

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.

2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

3. Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.

4. Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.

5. Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). 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.)
   - 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.
   - 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 have a publicly posted non-discrimination statement? :**

Yes

**The non-discrimination statement, including the website URL where the policy is publicly accessible:**

http://www.fit.edu/title-ix/discrimination.php

Florida Institute of Technology may not, on the basis of sex:
stars.aashe.org
1. Treat one student differently from another in determining whether the student satisfies any requirement or condition for the provision of any aid, benefit, or service;
2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
3. Deny any student any such aid, benefit, or service;
4. Subject students to separate or different rules of behavior, sanctions, or other treatment;
5. Aid or perpetuate discrimination against a student by providing significant assistance to any agency, organization, or person that discriminates on the basis of sex in providing any aid, benefit, or service to students; [and
6. Otherwise limit any student in the enjoyment of any right, privilege, advantage, or opportunity.

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) 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 protocol or team (including examples of actions taken during the previous three years):

Florida Tech maintains a strict policy prohibiting sexual harassment and harassment based on race, color, sex, national origin, religion, disability, genetic information, age, gender identity, sexual orientation or any other protected category. All such harassment is prohibited. Any incidents must be reported to the Human Resources Department. The anti-harassment policy applies to all persons involved in the university and prohibits harassment at work by anyone, including university supervisors, co-workers, visitors or vendors.

Does the institution have programs specifically designed to recruit students from underrepresented groups?:
No

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:
No

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:
No

A brief description of the institution’s programs to recruit students, staff and/or faculty from underrepresented groups:

---

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:
Yes
Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:

Yes

A brief description of the institution’s programs to support students, staff and/or faculty from underrepresented groups:

The Academic Support Center is open for all students for tutoring needs.

CAPS (Counseling and Psychological Services) supports the university’s mission of student success by promoting the best possible academic, vocational, and emotional health for Florida Tech students.

Active Minds is the nation’s only nonprofit organization dedicated to utilizing the student voice to raise mental health awareness among college students and to help remove the stigma associated with mental illness.

ISSS (International Student and Scholar Services) provide support for international students and scholars to enable them to achieve their educational goals and objectives. The university encourages international and U.S. students to learn from one another, and play a role to expand the university's appreciation for cultural diversity.

There are various locations on campus for prayer. There is a chapel (Christianity) on the premises, a small chapel/prayer room at Mary Star (Resident Hall) and a prayer room in the Crawford Building (Islam).

Diversity Committee
The School of Psychology is committed to providing our students and faculty with an educational environment that promotes respect and appreciation for the tremendous diversity found in our world. As such, the School of Psychology sponsors the Diversity Committee -- an active committee composed of faculty and students devoted to fostering a climate of appreciation and respect for human equality for all individuals regardless of race, color, disability, national origin, religion, age, sex, and sexual orientation. The committee works to promote diversity awareness and provide diversity-related information and programs to students within the School of Psychology and throughout the campus.

http://diversity.fit.edu/

Military and Veterans Resources provides the best possible service to students eligible for Veterans Education Benefits. We serve as a liaison between the veteran and the VA Regional Processing Office. There is also the Center for Combat Veteran Resilience that is organized into four components to include the following: Consultation, Education and Training, Applied Research and Clinical Services. The Combat Veterans Advanced Practicum Team offers counseling and psychological services to veterans and their families following deployment.

The Office of Disability Services (ODS) is designated to register and assist any student with a “qualified” learning, physical, and/or psychological disability.

Also the College of Business, features some projects, such as ‘Did You Know’, that shares different bits of information about various students’ culture in the form of videos and posters.

Some organizations geared to underrepresented groups are:

- Society of Hispanic Professional Engineers Florida Tech Student Chapter (SHPE): is an organization dedicated to involve engineering students.aashe.org
students in the professional world as well as provide a cultural diverse environment where Hispanic culture is promoted.

- National Society of Black Engineers Florida Institute of Technology Chapter (NSBE): "to increase the number of culturally responsible black engineers who excel academically, succeed professionally and positively impact the community
- Spectrum (FITSPEC): LGBT+ Students with additional support from Allies, so that members can have a positive experience at Florida Tech.
- Society of Women Engineers (SWE): supports women in engineering and promotes general awareness and enthusiasm about engineering. We specifically do a lot of work getting young girls involved in math and science.

Student-run organizations:
- African Student Association (ASA)
- Korean Student Association (KSA)
- Caribbean Student Association (CSA)
- Global Buddies
- InterVarsity Christian Fellowship
- Brazil Student Association
- Catholic Campus Ministries
- Chinese students and Scholars Association
- International Student Service Organization
- Indian Student Association (ISA- Sankriti)
- Latin American Student Association (LASA)
- Omani Student Association
- Saudi Students Union
- Sri Lankan Student Association
- Taiwanese Student Association
- Women in Aviation

The following are offered for Faculty and Staff:

Diversity Committee
The School of Psychology is committed to providing our students and faculty with an educational environment that promotes respect and appreciation for the tremendous diversity found in our world. As such, the School of Psychology sponsors the Diversity Committee -- an active committee composed of faculty and students devoted to fostering a climate of appreciation and respect for human equality for all individuals regardless of race, color, disability, national origin, religion, age, sex, and sexual orientation. The committee works to promote diversity awareness and provide diversity-related information and programs to students within the School of Psychology and throughout the campus.

http://diversity.fit.edu/

Employee Assistance Program (EAP) and Worklife Services for ICUBA
Counseling and Relationship Support
- Unlimited, toll-free telephonic access to EAP dedicated staff, 24 hours per day
- Telephonic access to licensed behavioral health professionals
- Support, consultation and resources for stress, family relationship issues, anger management, substance abuse, and helping you balance work and home life
- Direct access to a full range of Web-based tools and resources, such as easy-to-find information, self-assessments and more, on a variety of relevant topics
- 6 face to face counseling sessions per issue per year, with licensed network professionals, at no cost to you; i.e., no co-pays or
Affirmative Action Policy Statement
As part of the university’s commitment to this overall process, it will seek to ensure that all aspects of employment, including recruitment, selection, job assignment, training, compensation, benefits, discipline, promotion, transfer, layoff and termination processes remain free of illegal discrimination based upon race, color, religion, sex, sexual orientation, gender identity or national origin, genetic information, disability (as defined under Section 503 of the Rehabilitation Act of 1973) or protected veteran status (as defined under Vietnam Era Veterans’ Readjustment Assistance Act of 1974). Florida Institute of Technology ensures that all employment decisions are based only on valid job requirements. Regular review helps to ensure compliance with this policy.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:
No

A brief description of the institution’s programs to support and prepare students from underrepresented groups for careers as faculty members:
---

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:
No

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
No

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

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:
All data sourced from the Human Resources Department, The Diversity Committee, and The Office of Residence Life.

http://www.fit.edu/title-ix/


http://diversity.fit.edu/
# Affordability and Access

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## 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 guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- 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 documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
2. The graduation/success rate for low-income students
3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)

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

Points Claimed  0.00
Points Available  7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

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<td>Sustainable Investment</td>
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<tr>
<td>Investment Disclosure</td>
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</table>
Committee on Investor Responsibility

Score
0.00 / 2.00

Responsible Party

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that that regularly make recommendations to fund decision-makers on the institution’s external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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.

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

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**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

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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.

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

Points Claimed  1.57
Points Available  7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

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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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## Criteria

### Part 1

More than 75 percent of the institution’s employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

### Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

### Part 3

Total compensation provided to the institution’s lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage:

- U.S. institutions must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for “2 [working] Adults, 2 Children” for the community in which the main campus is located.
- Canadian institutions must use Living Wage Canada’s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*. 

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The local living wage (based on a family of four and expressed as an hourly wage):
14.75 US/Canadian $

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded) (0-100):
87.40

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:
Yes

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter ‘0’ if unknown):
0

The total compensation provided to the institution’s lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:
None of the above (i.e. the lowest paid regular employee or pay grade earns less than the basic living wage for one adult)

A brief description of the minimum total compensation provided to the institution’s lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure:
The lowest pay grade is in compliance with the Florida Minimum Wage Law, and at this level, benefits are not offered.

Has the institution made a formal commitment to pay a living wage?:
---

A copy or brief description of the institution’s written policy stating its commitment to a living wage:
The goal of the Florida Tech compensation program is fair payment to employees as a function of several factors, including but not limited to: job duties, span of control and skills required for the position, the evaluation of the actual performance of the duties; and the budgetary constraints of the unit and the university. It is expected that new hires will normally begin employment at a rate below the midpoint of the pay grade. The range of the pay grade between the minimum and the midpoint may be thought of as the “hiring range” for the position.

Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:
---

A brief description of the institution’s commitment to a student living wage:
The website URL where information about the programs or initiatives is available:
http://assets.fit.edu/scripts/policy_view.php?id=7129

Additional documentation to support the submission:

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Data source(s) and notes about the submission:

All data sourced from the Florida Institute of Technology Human Resources Department.
http://www.fit.edu/hr/

The current minimum wage increased to 8.10 on 1/1/17
Assessing Employee Satisfaction

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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 a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):

20

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

Surveys are distributed across campus biannually and all response results are included in the university's annual report and presented to the Executive Council.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Action plans are created by the Executive Council, based on survey results, and are reviewed and possibly implemented. A more recent example includes adding and removing employee discount program partners.

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

http://www.fit.edu/hr/
stars.aashe.org
Additional documentation to support the submission:

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Data source(s) and notes about the submission:

All data sourced from the Florida Institute of Technology Human Resources Department.
Wellness Program

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Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:

Yes

A brief description of the institution’s wellness and/or employee assistance program(s), including information to support each affirmative response above :

The University's wellness program is funded quarterly by Blue Cross Blue Shield and all funding goes back into events and activities for the campus. The university also has an electronic platform through Rally that allows employees to earn dollars that can be redeemed for gift cards. Employees and their spouses who are in the medical plan can earn up to $450 each per plan year with Rally. Students can access a robust counseling program through our on-site services located at the Student Health Center and the CAPS program. The Department of Human Resources sponsors an annual wellness program to faculty and staff.

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

http://www.fit.edu/hr/wellness/

Additional documentation to support the submission:

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

Data sourced from the Florida Institute of Technology Human Resources Department.

**Employees Benefits:**
http://www.fit.edu/hr/wellness/

**Wellness Links:**
http://www.fit.edu/caps/links.php

**Health Center Services:**
http://www.fit.edu/health/documents/Holzer%20Student%20Health%20Center%202016-17.pdf
### Workplace Health and Safety

<table>
<thead>
<tr>
<th>Score</th>
<th>Responsible Party</th>
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<td>0.00 / 2.00</td>
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#### Criteria

**Part 1**

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

**Part 2**

Institution has fewer than 6 recordable 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-recordable 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 *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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

**Points Claimed** 0.00

**Points Available** 0.00

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is available on the STARS website.

<table>
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<th>Credit</th>
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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.

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