Florida Institute of Technology STARS REPORT

Date Submitted: Feb. 12, 2024

Rating: Silver

Score: 51.51

Online Report: Florida Institute of Technology

STARS Version: 2.2

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- **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.

Summary of Results

Score 51.51

Rating: Silver

Report Preface

Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

Academics

Curriculum	23.09 / 40.00
Research	15.33 / 18.00

Engagement

Campus Engagement	13.08 / 21.00
Public Engagement	9.75 / 20.00

Operations

Air & Climate	4.09 / 11.00
Buildings	0.09 / 8.00
Energy	5.43 / 10.00
Food & Dining	1.68 / 8.00
Grounds	1.00 / 4.00
Purchasing	1.60 / 6.00
Transportation	1.09 / 7.00
Waste	1.66 / 10.00
Water	4.64 / 8.00

Planning & Administration

Coordination & Planning	5.88 / 9.00
Diversity & Affordability	6.73 / 10.00
Investment & Finance	1.00 / 7.00
Wellbeing & Work	1.80 / 7.00

Innovation & Leadership

Innovation & Leadership	3.50 / 4.00

Report Preface

Introduction

Points Earned 0.00

Points Available 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
Executive Letter	0.00 / Total adjusted for non-applicable credits Close
Points of Distinction	0.00 / Total adjusted for non-applicable credits Close

Executive Letter

Score	Responsible Party
0.00 /	**Kirk Hemphill**
Total adjusted for non-applicable credits	Director of Maintenance
Close	Facilities Operations

Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

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

Executive cover letter:
STARS_AASHE_2023.pdf

Data source(s) and notes about the submission:

Letter provided by Brian Leslie, Vice President of Operations

Points of Distinction

Score	Responsible Party
0.00 /	**Kirk Hemphill**
Total adjusted for non-applicable credits	Director of Maintenance
Close	Facilities Operations

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

Name of the institution's featured sustainability program, initiative, or accomplishment:
Solar Tables

A brief description of the institution's featured program, initiative, or accomplishment:

The campus has integrated six solar-powered tables strategically placed for communal use. Acquired through the Student Government Association, their installation was facilitated by Facilities Operations, which not only assisted in positioning but also laid down the concrete foundations. These innovative solar tables offer charging outlets and illumination, enhancing user convenience while promoting sustainable energy practices.

Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:
Curriculum
Campus Engagement
Public Engagement
Air & Climate
Energy
Grounds
Wellbeing & Work

Website URL where more information about the accomplishment may be found:

STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):

A photograph or document associated with the featured program, initiative, or accomplishment:
Sunbolt_-_Specs_and_Discounted_Pricing_...lar_Products_-_Effective_10-1-2020kwh.pdf

Name of a second highlighted sustainability program/initiative/accomplishment:
Botanical Gardens

A brief description of the second program/initiative/accomplishment:

A stream bordered by a shady hammock abounding in palm trees and other tropical growth winds through the heart of the campus and is the setting for a 15-acre Botanical Garden. The main trail has been named the Dent Smith Trail in honor of the founder of the Palm Society, a worldwide organization primarily engaged in the study of the palm family, in all its aspects. Florida Tech's Garden, through the intense interest of Founding President Emeritus Jerome P. Keuper and the inspiration and help of Mr. Dent Smith in the 1960's, has become one of the most unique campus botanical gardens of its kind in the continental United States.

This is a public garden. As there are natural water features and other potential hazards, please exercise caution during your visit. There are several specimen, delicate or possibly poisonous plants planted or naturally occurring in this garden and hammock.

Which impact areas does the second program/initiative/accomplishment most closely relate to?:
Campus Engagement
Public Engagement
Air & Climate
Grounds
Wellbeing & Work

Website URL where more information about the second program/initiative/ accomplishment may be found:
https://www.fit.edu/garden/

STARS credit in which the second program/initiative/accomplishment is reported (if applicable):
OP-9

A photograph or document associated with the second program/initiative/ accomplishment:

Name of a third highlighted program/initiative/accomplishment:
New recycle bins

A brief description of the third program/initiative/accomplishment:

The campus has introduced 54 new recycling bins strategically positioned to encourage recycling and safeguard the integrity of our recycling process. These bins were chosen for their sustainable production methods and demonstrated local resilience against severe weather conditions like hurricanes. Their placement across campus was a collaborative endeavor involving input from the campus community, ensuring convenient and effective recycling opportunities.

Which impact areas does the third program/initiative/accomplishment most closely relate to?:
Campus Engagement
Public Engagement
Food & Dining
Grounds
Waste

Website URL where more information about the third program/initiative/ accomplishment may be found:
https://cleanriver.com/sustainability/green-manufacturing/

STARS credit in which the third program/initiative/accomplishment is reported (if applicable):

A photograph or document associated with the third program/initiative/ accomplishment:

Install_Package_Info_for_Quotekwh.pdf

Data source(s) and notes about the submission:

Data sourced from Facilites Operations.

Institutional Characteristics

Points Earned 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

Institutional Boundary

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	**Kirk Hemphill** Director of Maintenance Facilities Operations
Close	

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.

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

Institution type:
Doctoral/Research

Institutional control:
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?:

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

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>
<tr><td align="center">Score</td><td align="center">Responsible Party</td></tr>
<tr><td align="center">0.00 /</td><td></td></tr>
<tr><td align="center">Total adjusted for non-applicable credits</td><td align="center">Kirk Hemphill
Director of Maintenance
Facilities Operations</td></tr>
<tr><td align="center">Close</td><td></td></tr>
</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:
96,136,963.99

Total campus area:
71.63 Hectares (177.0 Acres)

Locale:
Mid-size city

IECC climate zone:
2- Hot

Gross floor area of building space:
184,102.62 Gross square meters (1,981,665.0 Gross square feet)

Floor area of laboratory space:
24,209.96 Square meters (260,594.0 Square feet)

Floor area of healthcare space:
179.89 Square meters (1,936.32 Square feet)

Floor area of other energy intensive space:
449.84 Square meters (4,842.0 Square feet)

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Academics and Demographics

<table>
<tr><td style="text-align:center">Score
0.00 /
Total adjusted for non-applicable credits

Close</td><td style="text-align:center">Responsible Party

Kirk Hemphill
Director of Maintenance
Facilities Operations</td></tr>
</table>

Criteria

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years 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:
4.0

Number of academic departments (or the equivalent):
11.0

Number of students enrolled for credit:
11,131.0

Total number of employees:
1,132.0

Full-time equivalent student enrollment:
8,153.5

Full-time equivalent of students enrolled exclusively in distance education:
1,818.33

Full-time equivalent of employees:
986.67

Number of students resident on-site:
1,824.0

Number of employees resident on-site:
5.0

Number of other individuals resident on-site:
66.0

Weighted campus users, performance year:
6,014.63

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.

Data source(s) and notes about the submission:

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

Academics

Curriculum

Points Earned 23.09

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.

Credit	Points
Academic Courses	10.44 / 14.00
Learning Outcomes	0.65 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	**Responsible Party**
10.44 / 14.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

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

Required documentation

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

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).

- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; 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.

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.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	746.0	489.0
Number of sustainability-focused courses offered	25.0	14.0
Number of sustainability-inclusive courses offered	63.0	35.0

Percentage of courses that are sustainability course offerings:
11.093117408906883

Total number of academic departments that offer courses:
11.0

Number of academic departments with sustainability course offerings:
10.0

Percentage of academic departments with sustainability course offerings:
90.9090909090909

A copy of the institution's inventory of its sustainability course offerings and descriptions:
AC-1_Courses_11Feb24.xlsx

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

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

AC-1, Part 1:
A) Total number of courses offered by the institution:
- AY 2022-2023. Melbourne campus only. UG and G.
- Based on STARS guidance for the total number of courses for this credit, "The following course types may be excluded at the institution's discretion, as long as they are excluded from both the count of sustainability course offerings and the count of total courses: 1) Individually-directed courses (e.g., thesis, independent study, practicum). 2) Arts courses dedicated to performance, technique, or composition. 3) Physical education courses that are activity-based."
- Therefore, the search of the number of total courses offered did not include arts and Phys. Ed course extensions (MUS and PED) and courses labelled as thesis, dissertation, 'independent', or practicum.
B) Total number of sustainability-focused and sustainability-inclusive courses.
- For semesters FA 22 and SP 23, course availability and information was sourced from Florida Tech course schedules in PAWS, with consults of the 2022-2023 univ. catalog. The number of occurrences of sustainability-focused (SF) and sustainability-inclusive (SI) courses was determined by reviews of the existing course list using the PAWs course schedules and by consulting syllabi, instructors, or other univ. web resources for sustainability, see the attached excel file with worksheets for SF and SI courses. We used the following from the STARS Technical Manual for AC-1 to assess SI and SF courses: 1) sustainability challenges and 2) sustainability course offerings.
1. Sustainability challenges: AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the Earth Charter and/or the targets embedded in the UN Sustainable Development Goals (SDGs).
2. Sustainability course offerings: these course offerings include A) sustainability-focused courses and B) sustainability-inclusive courses:
A. Sustainability-focused courses: To count as sustainability-focused (SF), the course title or description must indicate a primary and explicit focus on sustainability. This includes:
- Foundational courses with a primary and explicit focus on sustainability (e.g., Introduction to Sustainability, Sustainability Science).
- Courses with a primary and explicit focus on the application of sustainability within a field (e.g., Architecture for Sustainability, Green Chemistry). As sustainability is an interdisciplinary topic, such courses generally incorporate insights from multiple disciplines.
- Courses with a primary and explicit focus on a major sustainability challenge (e.g., Environmental Justice, Global Poverty and Development). The focus of such courses might be on providing knowledge and understanding of the problems and/or the tools for solving them.
- The course title or description does not have to use the term "sustainability" to count as SF if the primary and explicit focus of the course is on the interdependence of ecological and social/economic systems or a major sustainability challenge. If the course title and description do not unequivocally indicate such a focus, but it is evident from the course description or syllabus that the course incorporates sustainability challenges, issues, and concepts in a prominent way, the course may qualify as sustainability-inclusive.
B. Sustainability-inclusive courses (SI or sustainability-related courses): Courses that are not explicitly focused on sustainability may contribute towards scoring if sustainability has clearly been incorporated into course content. To count as SI, the course description or rationale provided in the course inventory must indicate that the course incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability challenges, issues, and concepts throughout the course.
AC-1, Part 2:
The total number of academic departments came from PRE-5. The number of academic departments with sustainability course offerings comes from the attached course inventory.

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:

N/A

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

- Data for Melbourne campus courses only, AY 2022-23. In Part 1, OIR provided the number of courses offered by the institution, see the methods above.
- Course information sourced from the Florida Tech course schedules in PAWS for semesters: FA 22 and SP 23, and the University Catalog for AY 22-23. Inventory research and assessment primarily processed by Ken Lindeman and Sarah Brooks, Academic Sustainability Program, with the assistance of some faculty. More information above.

Learning Outcomes

Score	Responsible Party
0.65 / 8.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution'spredominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,

- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR

- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. 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 to the program.

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

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

Which of the following best describes the sustainability learning outcomes?:

A list of the institution level sustainability learning outcomes:

Total number of graduates from degree programs:
1,031.0

Number of graduates from degree programs that require an understanding of the concept of sustainability:
84.0

A brief description of how the figure above was determined:

Part 2. Program-level sustainability learning outcomes.
Question 1. Total number of graduates from degree programs.
- Information from OIR, undergraduate and graduate, Melbourne campus only, AY 2022-23.
Question 2. Number of graduates from degree programs that require an understanding of the concept of sustainability.
- Of the options in the STARS guidance for identifying program-level SUS learning outcomes, we identified the number of graduates from degree programs in AY 2022-23 that required at least one sustainability-focused course as identified in the Academic Courses credit for AY 2022-23. Among other criteria, these undergraduate and graduate courses have course descriptions, syllabi, or other descriptions that are satisfactory if "... there is an explicit focus on the interdependence of ecological systems and social/economic systems" (from STARS Technical Manual 2.2 for credit AC-2).

- The course and program information were identified by reviewing all potentially relevant programs in the FIT catalog following criteria in the 2.2 Technical Manual. The information obtained is in the attached file which has two worksheets (WS): a) WS1 lists the names of Programs w SF Courses, their specific Program Codes, and the names of one or more required SF courses in that program. b) WS2 lists the different program codes that require the course for each course number, the course description, and other information. Reviews were by the Academic Sustainability Program with assistance from the Academic Work Group of the USC. Program codes are unique numeric identifiers of any explicit academic program (from Ph.D. to Certificate).
- We used the attached file to identify and provide OIR with the program codes for programs with at least one required SUS-focused course. To complete, question 2 of Part 2, OIR than tallied the number of graduates for AY 22-23 from those program codes.

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

The list of all programs is included in the attached file.

Documentation supporting the figure reported above (upload):
AC-2_Prog_Codes_11Feb24.xlsx

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

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:
8.147429679922405

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data is for AY 2022-23 (Dec. 2022 and May 2023 graduates) for Melbourne campus only. More information above. Information sourced from the catalog and credit AC 1 by the Academic Sustainability Program with assistance from faculty members on the Academic Work Group. Part 2, question 1: information provided by CJ Colley and Xingming Yu, Office of Institutional Research.

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Institution offers at least one:

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

  AND/OR

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

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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, or certificate program for undergraduate students?:
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.

Website URL for the undergraduate degree program:
http://catalog.fit.edu/preview_program.php?catoid=8&poid=2851&hl=%227039%22&returnto=search

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

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

Students build a strong foundation in biology and a well-rounded background in conservation science and ecological principles. With an emphasis on marine systems, students in the program learn how to conserve biological diversity, and protect rare, threatened, and endangered marine life.

Website URL for the undergraduate degree program (2nd program):
http://catalog.fit.edu/preview_program.php?catoid=8&poid=2912&hl=%227285%22&returnto=search

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.

Website URL for the undergraduate degree program (3rd program):
http://catalog.fit.edu/preview_program.php?catoid=8&poid=2672&hl=%227167%22&returnto=search

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

Oceanography

catalog.fit.edu/preview_program.php?catoid=8&poid=2763&hl=%227080%22&returnto=search

Ocean Engineering

catalog.fit.edu/preview_program.php?catoid=8&poid=2762&hl=%227084%22&returnto=search

Fisheries and Aquaculture

catalog.fit.edu/preview_program.php?catoid=8&poid=2913&hl=%227094%22&returnto=search

Chemical Engineering

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2732&hl=%227033%22&returnto=search

Chemistry – Research Chem

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2842&hl=%227034%22&returnto=search

Chemistry – Premedical Chem

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2841&hl=%227036%22&returnto=search

Civil Engineering

catalog.fit.edu/preview_program.php?catoid=8&poid=2736&hl=%227043%22&returnto=search

Construction Management

catalog.fit.edu/preview_program.php?catoid=8&poid=2728&hl=%227045%22&returnto=search

Biomedical Engineering

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2729&hl=%227048%22&returnto=search

Business Administration

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2659&hl=%227067%22&returnto=search

Computer Science

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2741&hl=%227071%22&returnto=search

Software Engineering

catalog.fit.edu/preview_program.php?catoid=8&poid=2742&hl=%227075%22&returnto=search

Mathematical Science

catalog.fit.edu/preview_program.php?catoid=8&poid=2868&hl=%227076%22&returnto=search

Biochemistry

catalog.fit.edu/preview_program.php?catoid=8&poid=2824&hl=%227028%22&returnto=search

Biomathematics

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2831&hl=%227078%22&returnto=search

Aeronautical Science W Flight

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2632&hl=%227102%22&returnto=search

Aeronautical Science

catalog.fit.edu/preview_program.php?catoid=8&poid=2631&hl=%227103%22&returnto=search

Aviation Meteorology W Flight

catalog.fit.edu/preview_program.php?catoid=8&poid=2639&hl=%227105%22&returnto=search

Aviation Meteorology

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2638&hl=%227106%22&returnto=search

Aviation Administration W Flight

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2634&hl=%227107%22&returnto=search

Aviation Administration

catalog.fit.edu/preview_program.php?catoid=8&poid=2633&hl=%227108%22&returnto=search

Aviation Management W Flight

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2637&hl=%227113%22&returnto=search

Aviation Management

catalog.fit.edu/preview_program.php?catoid=8&poid=2636&hl=%227114%22&returnto=search

Physics – Premed

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2878&hl=%227139%22&returnto=search

Psychology -B.S

catalog.fit.edu/preview_program.php?catoid=8&poid=2817&hl=%227141%22&returnto=search

Psychology – B.A.

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2816&hl=%227144%22&returnto=search

Forensic Psychology – B.A

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2815&hl=%227146%22&returnto=search

Applied Psychology – B.A

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2812&hl=%227147%22&returnto=search

Applied Behavior Analysis – B.A

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2811&hl=%227148%22&returnto=search

Business and Environmental Studies

catalog.fit.edu/preview_program.php?catoid=8&poid=2672&hl=%227167%22&returnto=search

Humanities – Philosophy

http://catalog.fit.edu/preview_program.php?catoid=8&poid=3146&hl=%227179%22&returnto=search

Humanities – Prelaw

catalog.fit.edu/preview_program.php?catoid=8&poid=2794&hl=%227186%22&returnto=search

Multiplatform Journalism

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2897&hl=%227187%22&returnto=search

Strategic Communication

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2898&hl=%227188%22&returnto=search

Astrobiology

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2875&hl=%227191%22&returnto=search

Planetary Science

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2879&hl=%227193%22&returnto=search

Environmental Science

catalog.fit.edu/preview_program.php?catoid=8&poid=2760&hl=%227222%22&returnto=search

Meteorology

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2761&hl=%227224%22&returnto=search

Aviation Management – B.A.

catalog.fit.edu/preview_program.php?catoid=8&poid=2635&hl=%227232%22&returnto=search

Human Factors and Safety

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2887&hl=%227234%22&returnto=search

Human Factors and Safety W Flight

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2888&hl=%227235%22&returnto=search

Accounting

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2907&hl=%227267%22&returnto=search

Biomedical Science – Premedical

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2891&hl=%227281%22&returnto=search

General Biology

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2827&hl=%227282%22&returnto=search

Genomics and Molecular Genetics

catalog.fit.edu/preview_program.php?catoid=8&poid=2909&hl=%227283%22&returnto=search

Marine Biology

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2828&hl=%227284%22&returnto=search

Marine Conservation

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2912&hl=%227285%22&returnto=search

Business Administration – Accounting B.A.

catalog.fit.edu/preview_program.php?catoid=8&poid=2660&hl=%227600%22&returnto=search

Business Administration – Computer Information System

catalog.fit.edu/preview_program.php?catoid=8&poid=2662&hl=%227601%22&returnto=search

Business Administration – Healthcare Management

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2665&hl=%227602%22&returnto=search

Business Administration – Management – B.A

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2668&hl=%227603%22&returnto=search

Business Administration – Marketing B.A

catalog.fit.edu/preview_program.php?catoid=8&poid=2669&hl=%227604%22&returnto=search

Accounting – B.A.

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2658&hl=%227610%22&returnto=search

Management – B.A

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2893&hl=%227615%22&returnto=search

Human Resource Management – B.A

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2900&hl=%227616%22&returnto=search

Business Administration – Marketing B.S

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2670&hl=%227762%22&returnto=search

Business Administration – Sports management B.S.

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2671&hl=%227763%22&returnto=search

Business Administration – Global management and Finance B.S.

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2664&hl=%227764%22&returnto=search

Business Administration – Information system management – B.S

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2666&hl=%227765%22&returnto=search

Business Administration – Leadership and Social Responsibility – B.S.

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2667&hl=%227766%22&returnto=search

Information Systems – B.S.

http://catalog.fit.edu/preview_program.php?

Business Administration – Entrepreneurship – B.S

Finance – B.S.

Logistics Management – B.S.

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

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

A brief description of the undergraduate minor or concentration:

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.

Website URL for the undergraduate minor or concentration:

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

A brief description of the undergraduate minor or concentration (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.

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

Name of the sustainability-focused undergraduate minor or concentration (3rd program):

A brief description of the undergraduate minor or concentration (3rd program):

Website URL for the undergraduate minor or concentration (3rd program):

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

Minors and websites:
Biology

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2832&hl=%226021%22&returnto=search

Sustainability

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2853&hl=%226040%22&returnto=search

Nanoscience/Nanotechnology

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2733&hl=%226050%22&returnto=search

Management

catalog.fit.edu/preview_program.php?catoid=8&poid=2678&hl=%226065%22&returnto=search

Oceanography

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2766&hl=%226080%22&returnto=search

Flight Technology

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2644&hl=%226110%22&returnto=search

Aircraft Dispatcher

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2904&hl=%226113%22&returnto=search

Aviation Management

catalog.fit.edu/preview_program.php?catoid=8&poid=2642&hl=%226114%22&returnto=search

Aviation Environmental Science

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2641&hl=%226118%22&returnto=search

Psychology

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2819&hl=%226144%22&returnto=search

Communication

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2795&hl=%226183%22&returnto=search

Philosophy

catalog.fit.edu/preview_program.php?catoid=8&poid=2905&hl=%226184%22&returnto=search

Accounting

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2674&hl=%226267%22&returnto=search

Management Information Systems

catalog.fit.edu/preview_program.php?catoid=8&poid=2679&hl=%226467%22&returnto=search

Prelaw

catalog.fit.edu/preview_program.php?catoid=8&poid=2798&hl=%226187%22&returnto=search

Environmental Science

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2764&hl=%226222%22&returnto=search

Meteorology

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2765&hl=%226224%22&returnto=search

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data from AY 22-23 for Melbourne campus, not Online or Extended Studies. Data sourced from the Florida Institute of Technology website by the Academic Sustainability Program.

Data source(s) and notes about the submission:

Data from AY 22-23 for Melbourne campus, not Online or Extended Studies. Data sourced from the Florida Institute of Technology website by the Academic Sustainability Program.

Graduate Program

Score	Responsible Party
3.00 / 3.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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?:
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.

Website URL for the graduate-level degree program:
http://catalog.fit.edu/preview_program.php?catoid=8&poid=2769&hl=%228128%22&returnto=search

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.

Website URL for the graduate degree program (2nd program):
http://catalog.fit.edu/preview_program.php?catoid=8&poid=2837&hl=%228026%22&returnto=search

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.

Website URL for the graduate degree program (3rd program):
http://catalog.fit.edu/preview_program.php?catoid=8&poid=2768&hl=%228135%22&returnto=search

The name and website URLs of all other sustainability-focused graduate-level degree programs:

Masters
Conservation Technology

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2837&hl=%228026%22&returnto=search

Biochemistry

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2844&hl=%228032%22&returnto=search

Interdisciplinary Science

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2859&hl=%228035%22&returnto=search

Civil Engineering

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2737&hl=%228045%22&returnto=search

Biomedical Engineering

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2730&hl=%228058%22&returnto=search

Ocean Engineering

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2771&hl=%228084%22&returnto=search

Oceanography

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2772&hl=%228093%22&returnto=search

Environmental and Informal Science Education

http://catalog.fit.edu/preview_program.php?catoid=8&poid=3141&hl=%228113%22&returnto=search

STEM Education

http://catalog.fit.edu/preview_program.php?catoid=8&poid=3140&hl=%228114%22&returnto=search

Master of Education

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2855&hl=%228116%22&returnto=search

Environmental Science

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2769&hl=%228128%22&returnto=search

Mechanical Engineering

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2783&hl=%228131%22&returnto=search

Aerospace Engineering

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2781&hl=%228134%22&returnto=search

Environmental Resource Management

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2768&hl=%228135%22&returnto=search

Space Systems

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2717&hl=%228137%22&returnto=search

Commercial Enterprise in Space

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2701&hl=%228138%22&returnto=search

Global Strategic Communication

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2800&hl=%228181%22&returnto=search

Airport Development and Management

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2646&hl=%228214%22&returnto=search

Meteorology

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2770&hl=%228223%22&returnto=search

Biotechnology

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2833&hl=%228280%22&returnto=search

Aviation Management

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2648&hl=%228232%22&returnto=search

Healthcare Management

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2910&hl=%228346%22&returnto=search

Accounting and Financial Forensics

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2914&hl=%228351%22&returnto=search

Technology Management

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2723&hl=%228354%22&returnto=search

Management

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2706&hl=%228381%22&returnto=search

Management – Acquisition and Contract Management

http://catalog.fit.edu/preview_program.php?
catoid=8&poid=2707&hl=%228403%22&returnto=search

Management – Human Resource Management

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2708&hl=%228405%22&returnto=search

Management – Information Systems

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2709&hl=%228406%22&returnto=search

Management – Logistic Management

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2710&hl=%228407%22&returnto=search

Management – Transportation Management

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2711&hl=%228408%22&returnto=search

Logistic management – Humanitarian and Disaster Relief Logistics

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2705&hl=%228410%22&returnto=search

Information Technology

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2680&hl=%228420%22&returnto=search

Information Technology – Cybersecurity

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2681&hl=%228421%22&returnto=search

Information Technology – Database Administration

http://catalog.fit.edu/preview_program.php?catoid=8&poid=2682&hl=%228422%22&returnto=search

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:

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

Website URL for the graduate minor, concentration or certificate:

Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

A brief description of the graduate minor, concentration or certificate (2nd program):

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

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

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

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:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data from AY 22-23 for Melbourne campus, not Online or Extended Studies. Data sourced from the Florida Institute of Technology website by the Academic Sustainability Program.

Immersive Experience

Score	Responsible Party
2.00 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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.

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

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:

The Dept. of Ocean Engineering and Marine Systems offers a sustainability-focused immersive program in the Amazonian rainforest of Peru during the summer. The class, Neotropical Archaeoecology of the Andes Amazon, is hosted by a leading paleo-climate expert, Dr. Mark Bush, and focuses on impacts of human activities on past and present ecology, and is over one week in length. Paleo-climatology is integrated with modern ecology to compare sites with and without past human impacts, with applications to modern climate adaptation concepts. Students also conduct field techniques that include forest census in megadiverse environments.

Website URL where information about the institution's immersive education programs is available:
https://www.fit.edu/engineering-and-science/academics-and-learning/ocean-engineering-and-marine-sciences/summer-field-research-courses/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This occurred was taught between 2021 and 2023. There are several other immersive courses that could be included in this credit, including Coral Reef Ecology, Ecosystem Studies of the Pacific Northwest, and Ecology of the Galapagos.

Data source(s) and notes about the submission:

This occurred was taught between 2021 and 2023. There are several other immersive courses that could be included in this credit, including Coral Reef Ecology, Ecosystem Studies of the Pacific Northwest, and Ecology of the Galapagos.

Sustainability Literacy Assessment

Score	Responsible Party
0.00 / 4.00	

Criteria

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

Assessments that exclusively 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 and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., 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 Documentation Fields will not be displayed.

Incentives for Developing Courses

Score	Responsible Party
0.00 / 2.00	

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or 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 Documentation Fields will not be displayed.

Campus as a Living Laboratory

Score	Responsible Party
4.00 / 4.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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Criteria

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

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

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work 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).

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

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

Multiple students and student teams completed formal SUS senior research course projects with diverse offices of the campus community. Many senior projects require engagement with campus offices, students groups, and other staff or faculty to complete. Specific examples of these occur in part in the sections below. Campus-wide engagement on the processing and final results of these projects was also accomplished by student presentation of campus SUS research during the large Northrop Grumman Engineering and Science Showcase event, with these posters made available after within common areas of the Evans library for months each year. Also, this credit was addressed

by educating students, faculty and staff in separate events during campus Earth Weeks. Above applies to 2021 through 2023 and prior AASHE submission periods.

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

Many students have done their formal senior research course projects in the community in the last three years Students built and gave multiple public presentations on advanced city planning work for the cities of Palm Bay, Melbourne Beach, and Indialantic. Many of these and earlier municpal-scale SUSU internships focused on planning, writing, and implementing the first city or town sustainability action plan. This work requires semi-continuous engagement in public committee meetings.

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

Multiple student senior research projects addressed climate and associated sustainability issues. For example, Several student teams did campus building energy efficiency or renewable energy research on maritime shipping in the Sustainability major and minor senior research projects. These 8-month projects result in professional research posters each spring at the Northrop-Grumman Engineering and Science Showcase on campus. Several examples for 2021-2023 include:
- Advanced building energy audits using the ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers) Building Energy Quotient website were performed and/or scoped at several of the most energy-consuming buildings on campus, resulting in research posters by several teams of students.
- In 2022, the Sustainability Research Competition at the Northrop Grumman Showcase was won by Alice Pennings for her project on Post-Combustion Carbon Capture for Marine Shipping Applications. She later won the President's Cup for Best in Show - Sciences with her direct project focus on up-scaled responses to climate change. Her project was based on a paid remote internship with the American Bureau of Shipping.
- In Aug 2023, a new SUS team student senior project was initiated to build a detailed framework for a first Campus Climate Action Plan with a wide array of partners office and other stakeholders around the campus.

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

We advertise and host site visits for students and visitors at our net-zero, energy efficient Folliard Alumni Center. This exceptional building features a solar powered energy system, with conference and gathering spaces, and serves as a classroom and learning center for students interested in many details of energy efficiency and renewable energy building design.

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

From above, building energy efficiency audits using the ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers) Building EQ website were performed and/or scoped at several of the most energy-consuming buildings on campus, resulting in Northrop Grumman research posters by several teams of students. These students learned many detailed features of building energy efficiency through the mentorship of local expert John Constantidine.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

- Florida Tech's campus is home to a 16 acre wetland botanical gardens that the Crane Creek Tributary traverses as it nears the Indian River Lagoon. Many student organizations do clean-ups and other activities in this important part of campus as well as many other grounds systems on the property.
- For example, the Keuper Palm Botanical Society works to preserve, cultivate, and share the rich botanical heritage at Florida Tech while fostering a personal connection within the Joy and Gordon Patterson Botanical Garden. This is achieved by students actively restoring and maintaining the garden, so that members of the campus and community may enjoy the garden and the activities within.
- The Ethos Community Garden Club introduces students to residential agriculture opportunities on the grounds in the middle of major dormitories.
- Other student organizations including SGA, Squamish, SOSA, etc., often in partnerships, do campus clean-ups throughout the year.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

In the past several years, Civil Engineering majors have done their year long senior research projects on campus transportation issues, including student team projects on design features to make the campus more walkable to reduce automobile congestion.

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

- The Residence Life Sustainability Committee continues to manage the annual campus Leave Green project - with large volume diversion of spring move-out dormitory wastes to local non-profits for sale or re-purposing. This involves many of dozens of students actively thinking about and contributing to high volume diversion.
- Facilities Operations, with funded student efforts (Adli Sullivan), replaced existing external campus waste receptacles with new systems designed to reduce waste contamination outside of buildings.
- Diverse student organizations organize clean-ups of waste around campus throughout the academic year.

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

Facilities Operations has been purchasing and installing new water bottle filling stations in multiple old and new water service location around campus. Data on best locations was sourced from SGA and implemented by Facilities student staff.

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

- Various SGA members are directly involved with the larger student body on diverse SUS planning around campus. This is reflected by the recent addition of a Sustainability Liaison in SGA. Examples include funding and location planning for 6 new solar picnic tables around campus.
- Several students via several campus programs have been involved in coordination and planning in recent years. For example, one Northrop Grumman student senior research project involved an 8 month campus-wide planning exercise with many campus partners to generate a planning template for achieving STARS EN and PA credits.

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

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

Many students take courses and attend select events associated with a popular Cultural Competency Certificate program on campus. This program emphasizes Diversity education and awareness among a wide array of student and other campus stakeholders.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

Website URL where information about the institution's living laboratory program is available:
http://www.fit.edu/sustainability

Additional documentation to support the submission:

Data source(s) and notes about the submission:

- Student SUS senior research projects referenced above occurred in 2021 - 2023 by SUS majors and minors in two courses (Sustainability Project Design, ISC 3999, and Applied Sustainability, ISC 4000).
- Projects by many excellent student organizations (SOSA, SGA, Res Life SUS Comm, others), individual students, and student teams apply to this credit as well as projects by differing university units (e.g. Facilities, Evans Library). All examples, in response to the Y/N questions above, occurred between 2021 and 2023.

Data source(s) and notes about the submission:

- Student SUS senior research projects referenced above occurred in 2021 - 2023 by SUS majors and minors in two courses (Sustainability Project Design, ISC 3999, and Applied Sustainability, ISC 4000).
- Projects by many excellent student organizations (SOSA, SGA, Res Life SUS Comm, others), individual students, and student teams apply to this credit as well as projects by differing university units (e.g. Facilities, Evans Library). All examples, in response to the Y/N questions above, occurred between 2021 and 2023.

Research

Points Earned 15.33

Points Available 18.00

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

Credit	Points
Research and Scholarship	12.00 / 12.00
Support for Sustainability Research	2.00 / 4.00
Open Access to Research	1.33 / 2.00

Research and Scholarship

Score	Responsible Party
12.00 / 12.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

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

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name

- Departmental affiliation

- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

Total number of employees that conduct research:
265.0

Number of employees engaged in sustainability research:
184.0

Percentage of employees that conduct research that are engaged in sustainability research:
69.43396226415094

Total number of academic departments that include at least one employee who conducts research:
11.0

Number of academic departments that include at least one employee who conducts sustainability research:
11.0

Percentage of departments that conduct research that are engaged in sustainability research:
100.0

A copy of the inventory of the institution's sustainability research (upload):
AC_9_Faculty_SUS_Res..xlsx

Inventory of the institution's sustainability research:

See attached Excel file.

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

- This information is for Academic Year 2020-2021 to 2022-2023. Faculty representing all academic units (including departments and colleges) on the Academic Workgroup of the Univ. Sustainability Council coordinated to build the list using criteria from the Terms and Conditions for credit AC-9.
- The workgroup examined their academic unit's faculty lists and web-based faculty profiles, queried faculty and department heads as needed, and/or examined other university research web resources

for sustainability research as defined below. Total number of employees doing research was estimated by counting all faculty and research faculty in each academic unit in the university catalogs for 2020-21, 2021-22, and 2022-23, and dividing by three.
- Per STARS guidance, any level of sustainability research was sufficient to be included for this credit, and faculty who conduct both sustainability research and other research were included.
- We used the following definitions from the STARS Technical Manual for AC-9 (in terms of sustainability challenges, we considered UN SDG targets):
a) Sustainability research: research and scholarship that explicitly addresses the concept of sustainability, furthers our understanding of the interdependence of ecological and social/economic systems, or has a primary and explicit focus on a major sustainability challenge.
b) Sustainability challenges: AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the Earth Charter and/or the targets embedded in the UN Sustainable Development Goals (SDGs).
- Academic Workgroup members: K. Lindeman, T. Reza, G. Nelson, J. Wildman, B. Wheeler, T. Muth, H. Hatfield-Edwards.

Website URL where information about the institution's sustainability research is available:
https://www.fit.edu/sustainability/academics-and-research/research/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This information is for Academic Year 2020-2021 through 2022-2023, see methods above. Data from Melbourne campus only, not Online or Extended Studies programs.

Support for Sustainability Research

Score	Responsible Party
2.00 / 4.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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 sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.

- An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.

- Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.

- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.

"---" 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 sustainability research?:
Yes

A brief description of the student sustainability research program:

- Florida Tech is a research university that requires applied student research on an array of sustainability related topics across many disciplines - often in major senior research capstone programs.
- From 2021-23, 34 students have done 24 senior research SUS projects on or off campus, presenting these at the prestigious Northrop Grumman Science and Engineering Showcase at the end of the academic year. Nine of these students were funded to do this applied research.
- Multiple mentorships and internships are offered off campus, some funded, that encourage and incentivize students to pursue non-course and course-based sustainability research projects. Examples include internships by multiple students via partnerships with some of the region's largest green non-profits including the Brevard Zoo and the Marine Resources Council.
- These student research projects have continued in the last three years to create or implement municipality-scale sustainability action plans in Palm Bay, Indialantic and Melbourne Beach. Sustainability Plans for east-central Florida are still precedent-setting, highly positive outcomes for the communities and the region.

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:
No

A brief description of the faculty sustainability research program:

Many faculty conduct sustainability research for many reasons that are not specifically induced by University scale SUS fellowships or financial incentives. See other credits for examples. The university may likely introduce more explicit incentives for faculty sustainability research in the near future.

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 copy of the promotion or tenure guidelines or policies:

The promotion or tenure guidelines or policies:

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:

Faculty librarians at Evans Library have worked with the SUS academic program to update the 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. In the past, 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 and Engineering Showcase. Library faculty and staff are very focused on sustainability and also sponsor several research-related events each year on sustainability topics.

Website URL where information about the institution's support for sustainability research is available:
https://libguides.lib.fit.edu/Sustainability

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information from 2023. Faculty librarians Rob Sippel and Nancy Garmer have updated content for this link with the Florida Tech Academic Sustainability Program.

Open Access to Research

Score	Responsible Party
1.33 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

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

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "'author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

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.

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

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

Website URL where the open access repository is available:
https://repository.fit.edu/

A brief description of the open access repository:

- The Scholarship Repository of Florida Institute of Technology 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.
- Florida Tech has maintained an open-access Scholarship Repository since 2013. The university recently migrated the Scholarship Repository from a dSPACE to a Digital Commons platform, thereby enhancing its functionality in several areas. These include the ability to accommodate a broader range of file types associated with our areas of research, enhanced security through cloud-based rather than in-house storage, increased capacity, improved ease of navigation, and greater organizational flexibility.

Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:
No

A copy of the institution's open access policy:

The institution's open access policy:

- Florida Tech's Evans Library has a policy of being "committed to participating in sustainable models of Open Access as a way to move scholarly communications from behind paywalls and create a more equitable system of knowledge for all."
- Since discontinuing the printing of theses and dissertations in 2015, Florida Tech has required all students to publish their theses and dissertations in our open-access Scholarship Repository. The Scholarship Repository is designed to facilitate ease of use and, with the aid of promotion throughout the university community, is widely utilized by university employees.
- Open Access publications are accessible through Florida Tech's Evans Library's online collections including databases, journal articles, ebooks, theses and dissertations. Moreover, the Library is a member of the Federal Depository Library System, through which it makes a wide array of open access U.S. Government publications available to both the university community and the general public.

Does the policy cover the entire institution? :

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

A brief description of the open access APC fund:

- Florida Tech supports an Open Access Subvention Fund, described below, through which students and faculty are compensated for processing costs that can be associated with publishing papers in open-access journals. During FY2023, a total of $20,991.68 was awarded through this program.
- In addition, for FY2024, the Library has opted to pay an additional fee for subscriptions to the journals of some professional associations for transformative agreements, whereby open-access processing fees will be waived for Florida Tech authors submitting papers to the journals in question.
- Eligible individuals may apply for funding under the Florida Tech Open Access Subvention Fund upon acceptance of their article by a peer-reviewed open access journal. Details regarding eligibility and requirements include:
• To request funds, faculty authors fill out the Open Access Fund Request Form. The request will be reviewed for eligibility and the author informed whether it has been approved.
• Only current Florida Tech faculty, research scientists, graduate students and postdocs are eligible to receive funding.
• The university will provide funds for article-processing fees accrued when publishing in peer-reviewed OA journals that are:

o Listed in the Directory of Open Access Journal
o Members of the Open Access Scholarly Publishers Association
o Have policies and practices consistent with the Open Access Scholarly Publishers Association Code of Conduct, including:
  Published in a fully open-access format and have a publicly accessible published schedule of article processing fees
  Waive their fees in cases of financial hardship
  Immediately, openly accessible at publication; no delayed publishing or embargo periods are accepted.

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

A brief description of the open access journal hosting services:

- The new Digital Commons Scholarship Repository is capable of hosting journals which the College of Aeronautics on campus has inquired about.
- Evans Library at Florida Tech has an active Open Access (OA) program. We mark OA Week every fall with an array of talks, discussions, movies, and other activities to raise OA awareness on campus. We are supporting members of the Directory of Open Access Journals (DOAJ), and recruit speakers as part of each year's OA programming.
- In addition, Florida Tech is a member of the phenomenal OA consortium for high energy physics, the Sponsoring Consortium for Open Access Publishing in Particle Physics (SCOAP3), which successfully flipped several existing commercial journals to OA over the past several years, resulting in double the prior downloads for these journals. Evans Library distributes funds to cover OA Author Publishing Charges through our Open Access Subvention Fund. Finally, we host an institutional repository known as the Scholarship Repository, featuring OA published works by our faculty.

Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information for AY 2022-23 based on consultations with Evans Library faculty librarians who manage electronic theses and dissertations, the Scholarship Repository and Open Access Subvention Fund, particularly, Rob Sippel and Nancy Garmer on Open Access resources.

Engagement

Campus Engagement

Points Earned 13.08

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 help integrate sustainability into the campus culture and set a positive tone for the institution.

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

Credit	Points
Student Educators Program	2.08 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.00 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	0.00 / 2.00

Student Educators Program

Score	Responsible Party
2.08 / 4.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. 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.

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:
4,768.0

Total number of students served by a peer-to-peer sustainability outreach and education program:
180.0

Percentage of students served by a peer-to-peer sustainability outreach and education program:
3.7751677852348995

Name of the student educators program (1st program):
Student Organization for Sustainability Action, SOSA

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

This student organization works to bring best practices in sustainability to the Florida Tech campus and community. The Student Organization for Sustainability Action, SOSA has recurring biweekly meetings and several events that educate students in a peer to peer program that involves the campus community.
- The officers of SOSA train each other and educate dozens to hundreds of students across events like Fall and Spring Earth Week celebrations, campus clean-ups, Student organization fairs, and other meetings that take place biweekly/monthly.
- These meetings are conducted by students and allow other students to advance their sustainability knowledge and leadership. The organization manages projects and events on- and off-campus, many tied to sustainability initiatives that past student leaders have taught to new student leaders through annual SOSA Officer meetings. The officers of SOSA are trained through previous executive board

members, Student Involvement staff, and by their faculty advisor.
- SOSA receives funding through the Student Government Association for their events.

A brief description of the student educators program's target audience (1st program):

The target audience of SOSA events is the campus student body and, in some instances, staff and faculty as well, with events focusing on the campus and community.

Number of trained student educators (1st program):
4.0

Number of weeks the student educators program is active annually (1st program):
30.0

Average or expected number of hours worked weekly per trained student educator (1st program):
1.5

Total number of hours worked annually by trained student educators (1st program):
180.0

Website URL where information about the student educators program is available (1st program):
https://www.fit.edu/sustainability/campus-and-community-actions/student-organizations/

Name of the student educators program (2nd program):
Civic Engagement - Federal Work Study

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

Civic Engagement Work studies, under the Office of Student Life work to organize and manage community service activities to be completed by students that benefit the campus community. Examples of events include the Big Say of Service, where the Civic Engagement FWS employees lead Freshman through a large community service event.

A brief description of the student educators program's target audience (2nd program):

The Office of Student Life is engaged in several campus activates, so a large portion of the target audience is the student body, and also some staff and faculty.

Number of trained student educators (2nd program):
5.0

Number of weeks the student educators program is active annually (2nd program):
28.0

Average or expected number of hours worked weekly per trained student educator (2nd program):
1.5

Total number of hours worked annually by trained student educators (2nd program):
210.0

Website URL where information about the student educators program is available (2nd program):
http://www.fit.edu/reslife/

Name of the student educators program (3rd program):
GreenPawPrint Social Media

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

The GreenPawPrint social media portals include an Instagram, Facebook, and LinkedIn profiles that serve as the institutions main sustainability outlet for the entire campus community. The pages are run by four students who are all funded by Federal Work Study. They are trained in the type of material is best suited for the platforms by their advisor but are mostly self taught in regards to how to best to share this advisor and frequently release polls on their Instagram Page as to how they can revise the content they share. The content they post relates mostly to sharing upcoming Sustainability events on campus as well as sustainability related research. They also focus on sharing sustainability volunteering, internship, and job opportunities.

A brief description of the student educators program's target audience (3rd program):

The Instagram and LinkedIn profile are especially targeted towards students. With the primary focus being on-campus events and broader sustainability news on the Instagram, and a stronger focus on internship and job opportunities on the LinkedIn, though there is heavy outreach on all platforms. The Facebook page does consider students as a prominent and important audience, but the content posted there is meant to appeal to a larger off-campus audience as well.

Number of trained student educators (3rd program):
4.0

Number of weeks the student educators program is active annually (3rd program):
30.0

Average or expected number of hours worked weekly per trained student educator (3rd program):
4.0

Total number of hours worked annually by trained student educators (3rd program):
480.0

Website URL where information about the student educators program is available (3rd program):
https://linktr.ee/SustainabilityGPP

A brief description of all other student peer-to-peer sustainability outreach and education programs:

Number of trained student educators (all other programs):

Number of weeks, on average, the student educators programs are active annually (all other programs):

Average or expected number of hours worked weekly per student educator (all other programs) :

Total number of hours worked annually by trained student educators (all other programs):

Grand total number of hours worked annually by trained student sustainability educators (all programs):
870.0

Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:
4.833333333333333

Website URL where information about the student sustainability educators programs is available:
https://fit.edu/sustainability/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

- The data for this credit is from Academic Year 2022-23, Melbourne campus, not online. We did not use PRE-5 data which is for Calendar Year 2022 for the "Number of students enrolled for credit". All of the data in this credit, for Part 1 (the Three Programs) and Part 2, is from AY 2022-23.
- Data was sourced from the Office of Institutional Research, the Office of Student Life (Abby Zabrodsky and Tony Trimpe), and the Academic Sustainability Program. Information processed by Christian Foster.

Student Orientation

Score	Responsible Party
2.00 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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Criteria

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

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?:

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

Percentage of all entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:
100.0

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

The following actions were taken to ensure that all students were exposed to sustainability concepts and actions during orientation for AY 22-23:
- An orientation guide was provided to all incoming students. This guide consists of, among other things, a list of resources important to incoming student, including a link to the campus Sustainability Webpage.
- The Florida Tech Academic Program hosted two presentations on Sustainability Opportunities Throughout Florida Tech as an orientation option for incoming students. The description of the presentation was "Learn from students and faculty about many opportunities to increase campus sustainability while having fun and building your resume".
- The Florida Tech Sustainability Academic Program had a booth at the large Student-Life Fair, where upperclassmen explained and passed out materials related to sustainability at Florida Tech.
- The large format digital LED display outside the Denius Student Center had a slide containing both 1-story tall message with a link to the Florida Tech Sustainability Webpage, as well as the Florida Tech Sustainability Instagram handle.

Website URL where information about sustainability in student orientation is available:
http://www.fit.edu/orientation/

Additional documentation to support the submission:
SUS_One-pager_Used_for_2022-23_Orientation.pdf

Data source(s) and notes about the submission:

Academic Year 2022-23.
Data sourced from the Student Life office (Abby Zabrodsky, Tony Trimpe, and Cat Nanney), the Student Orientation Team, and the Academic Sustainability Program. Information processed by Christian Foster and April-May Sullins, Academic Sustainability Program.

Student Life

Score	Responsible Party
2.00 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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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

- 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)

- 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 focused on sustainability

- Cultural arts events, installations or performances focused on sustainability

- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles

- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused 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

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 an active student group focused on sustainability?:
Yes

Name and a brief description of the 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.
- 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.
- Ethos Community Garden Club: This organization operates the Ethos Community Garden and generates diverse harvests of food in the Residential Quad on campus. This work includes organizing volunteers and renters, maintaining garden production at full potential, and sustaining sponsor relationships. The club catalyzes student involvement in the garden and helps advance sustainability on campus and in the community.
- Keuper Palm Botanical Society: To preserve, cultivate, and share the rich botanical heritage at Florida Tech while fostering a personal connection with the botanical garden. This will be achieved by actively restoring and maintaining the garden and its amenities, so that members of the campus and community may enjoy the garden and the activities hosted within. The Society also seeks to actively raise awareness of the garden's history and biodiversity.
- American Society of Civil Engineers: A professional organization focused on enhancing working and practical knowledge of engineering. Hands on projects and competitions coupled with networking opportunities provide an opportunity for all engineers to grow personally and professionally. This group has commonly worked closely with SOSA to achieve several sustainable goals around campus including the building of a panther statue out of 100% collected recyclable materials. In addition, they have also participated in Fall and Spring Earth week.
- SOARS(Sustainability Outdoors Adventure Recreation Survival): We are an organization founded by Eagle Scouts who have instilled scouting principles into a Florida Tech outdoor organization. As an organization, we are focused on outdoor adventures including camping, hiking, snorkeling, fishing, backpacking, sustainability, conservation, and wilderness survival. Throughout our adventures, we aspire to not only have a great time but to also further one another's love for the outdoors, enhance each other's knowledge, and to help each grow as people.
- Marine Biological Society: This society was created to assemble an involved group of marine enthusiasts on campus and work for a marine biology program at Florida Tech that is stimulating, engaging and meaningful.
- 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. The association also manages the student government projects fund which helps fund different sustainability projects on campus.
- Squamish: A social and service co-ed environmentally-minded group, with interests in activism, awareness, and social networking. Their main objective is to maintain, protect, and advocate for the botanical gardens at the school. In addition, Squamish regularly participates in jungle and beach clean-ups within the surrounding Melbourne community.
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https://www.fit.edu/sustainability/campus-and-community-actions/student-organizations/

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

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

The university has our student-run 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.

https://give.fit.edu/pages/give-pages/ethos-community-garden

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

A brief description of the student-run enterprises:

In order to ensure the success and sustained existence of the community garden, there is a student-run club that oversees the management of the garden. The Ethos Community Garden Club 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, etc.). The members of the club also are responsible for community outreach, which includes running events and fundraisers for the garden and involving students who are interested. The club also organizes a booth to distribute plants at the monthly market day on campus.

https://floridatech.campuslabs.com/engage/organization/community-garden-club

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

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

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

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:

In Fall 2023 Evan's Library hosted the Environmental Justice Forum: Make a Green Noise. This day long event had several speakers and discussions focused on environmental and social sustainability in the local community. Speakers and panelists included CEO of the Hip-Hop Caucus Rev. Lennox Yearwood Jr. and representative from the City of Melbourne Housing and Urban Development Division.

https://floridatech.campuslabs.com/engage/event/9526587

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

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

- The Holi Festival hosted at Florida Tech helps bring Indian traditions and culture to our campus annually. Last held at Florida Tech on April 2023. The Holi Festival is an ancient Hindu tradition and a very popular festival in India, and in the Spring at Florida Tech there is a celebration that includes cultural activities, games, and dances.
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https://floridatech.campuslabs.com/engage/event/8959971

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

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

Sustainability Outdoors Adventure Recreation Survival (SOARS) conducts events that specifically follow Leave No Trace principles. This organization is run by students who are Eagles scouts who are in the Boy Scouts of America, and explicitly adhere to these principles.

https://floridatech.campuslabs.com/engage/organization/soars

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

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

Every semester many student organizations come together to put on both a Fall and Spring Earth Week. Which includes many events a day and broad advertising across campus. Some of these past events include campus clean-ups, tree-plantings, and several opportunities for local non-profits to share what they have been working on. The Earth Week celebration for Spring 2023 had a different theme each day of the celebration, ranging from 'Sustainability Around the World' and 'Life on Land: Outdoors Day' to themes focused on our local campus community such as the 'We ❤ Botans'

https://floridatech.campuslabs.com/engage/news/279338

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

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

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

A brief description of the sustainability-focused student employment opportunities offered by the institution:

In AY 2022-23 and AY 2023-24, the Sustainability Academic Program had four Federal Work-Study student employment positions to assist with sustainability research, the university's sustainability website and social media. As well as sustainability data collection.

https://www.fit.edu/career/students/gain-experience/federal-work-study/

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

A brief description of the graduation pledge(s):

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information from AY 2022-23.
All data sourced from various student organizations per above, the Office of Student Life, Evans Library, the Office of Residence Life, and the Academic Sustainability Program. Information processed by Christian Foster and April-May Sullins.

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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 newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability

- Signage that highlights sustainability features on campus

- A sustainability walking map or tour

- A guide for green living and/or incorporating sustainability into the residential experience

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 Campus Engagement.

"---" 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

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

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

A brief description of the sustainability newsletter or social media platform:

The school has three sustainability social media portals:
- Instagram (

https://www.instagram.com/floridatechgreenpawprint

) - The Instagram is focused on community and campus events and updates related to sustainability, but also includes job and internship opportunities. The Instagram also provides students with tips on how to live a more sustainable life.
- Facebook (

https://www.facebook.com/greenpawprint2009

) - The Institutions Facebook page is focused primarily on research and updates from Florida Tech and the surrounding area related to sustainability.
- LinkedIn (

https://www.linkedin.com/in/green-pawprint-florida-tech-747607263

) - The newest sustainability portal for Florida Tech, started Jan 2023. Information shared on our SUS LinkedIn page is primarily related to job and internship opportunities for students. The LinkedIn page also shares publications related to sustainability from Florida Tech.

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

A brief description of the signage that highlights sustainability features on campus:

- At the beginning of AY 2022-23 and AY 23-24, major outside LED building signage for SUS programs on campus was displayed, in addition to TV-displays of SUS information in the Panther Dining Hall. Additional signage regarding FIT sustainable activities is also present at other locations on campus.
- At the beginning of AY 2022-23 and AY 23-24, major outside LED building signage for SUS programs on campus was displayed, in addition to TV-displays of SUS information in the Panther Dining Hall. Additional signage regarding FIT sustainable activities is also present at other locations on campus.
- Our LEED-rated buildings have a plaque in the commons spaces showcasing that particular building's rating and performance.
- The Panther Aquatics Center also has signage explaining the renewable energy technologies utilized such as the geothermal temperature control system that the pool utilizes.
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https://www.fit.edu/sustainability/campus-and-community-actions/overview/sustainable-buildings/

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

A brief description of the sustainability walking map or tour:

The university has a self-guided walking tour through the Joy and Gordon Patterson Botanical Gardens, a 16 acre area with wetlands that are connected to Crane Creek and the Indian River Lagoon. The tour starts at Melbourne's original schoolhouse located at Florida Tech and follows the different trails within the school's botanical garden. The map used for the tour highlights the most interesting and accessible palms and other rare specimens of more than 200 species found in the garden.
-

https://www.fit.edu/media/site-specific/wwwfitedu/botanical-garden/documents/walking-tour-pamph

let.pdf

-

https://www.fit.edu/sustainability/campus-and-community-actions/overview/

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

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

- Florida Tech has a University Sustainability Guide that informs and encourages campus users to become more conscientious of their surroundings and provides tips on how to live more sustainably.
- This guide has been on the home page for the university SUS Website over the last three years. This guide and that website itself provides examples of what the campus is currently doing to become more sustainable and provides tips on incorporating sustainability into daily routines.
- Florida Tech Sustainability Guide:

https://cas.fit.edu/cas/login?service=https%3A%2F%2Ft4.fit.edu%2Fterminalfour%2Fcas%2Flogin

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Academic Year 2022-23.
This data was compiled by the Academic Sustainability Program, Facilities Operations Department, and the Office of Security. Information processed by Christian Foster and April-May Sullins social media maintained primarily by Anya Johnson and Ally Kowalik, all students in the Academic Sustainability Program.

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Student outreach campaign

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. Employee outreach campaign

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.

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

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

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

Name of the campaign:
Leave Green

A brief description of the campaign:

The Leave Green initiative originally started in spring 2015 as a SUS student senior research project and with the leadership of Residence Life and the campus Sustainability Office, expanded to a campus wide move-out program. In 2023, this student led coalition continued to lead recycling efforts with this end of year residence hall project that diverts and donates 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:

- 15 collection crates (approx. 6 x 6 x 4 ft) were used and the majority of donations were sent to the Goodwill Industries of Central Florida. Donated goods in good condition and deemed as high demand on campus were kept to be repurposed in the Live Green Market: a cost-effective and sustainable option for incoming freshmen to buy these items at more economical prices.
- The recycling of revenue collected from these sales will fund the needs of the Residence Hall Association, creating a self-sustaining cycle of environmental and social impact, where the project not only benefits students who purchase the items but the broader community.

Name of the campaign (2nd campaign):

Trick or Trash

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

- In the 2022-23 Academic Year Florida Tech participated in Trick-or-Trash™ program for the first time. The Trick-or-Trash™ initiative is run by Rubicon, a waste management innovator, in partnership with the National Wildlife Federation. The program allows schools and communities the opportunity to recycle candy wrappers. This is done by shipping the organization one or more boxes using UPS Net Zero shipping options, allowing the organization time to collect candy wrappers, then the box is shipped back to Rubicon using UPS net zero shipping where they recycle their unique recycling machines are able to break down the wrappers.
- The program at Florida Tech was focused around staff and faculty, which were contacted by email, informing them of the opportunity. They were encouraged to bring wrappers from home, especially if they have young trick-or-treater aged children. with three drop-off locations at:
- Panther Dining Hall, one of the highest foot-traffic areas of our campus.
- Evan's Hall, a very centrally located area on our campus.
- Inside the Office of Human Resources, where staff and faculty may learn about other opportunities available to them, sustainability related or otherwise.

https://www.rubicon.com/trash-or-treasure/

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

1.85 lbs of candy wrappers were recycled from Florida Tech in our inaugural Trick-or-Trash activity. Unfortunately, one of the three boxes was accidentally disposed of improperly towards the end of the collection period, limiting the amount of wrappers the institution was able to recycle. The reception of the program was positive with plans of enrolling again and expanding participation efforts

A brief description of other sustainability-related outreach campaigns:

Other campus outreach activities occur each year, other examples can be found at

www.fit.edu/sustainabilty

.

Additional documentation to support the submission:
IMG_1969.jpeg

Data source(s) and notes about the submission:

Academic Year 2022-23.
Data compiled by the the Office of Residence Life, and the Office of Human Resources. Information provided by Jacqueline Zappala and processed by Christian Foster, Academic Sustainability Program.

Assessing Sustainability Culture

Score	Responsible Party
0.00 / 1.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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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. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

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

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

Employee Educators Program

	Score	Responsible Party
	0.00 / 3.00	

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);

- Provides formal training to the employee 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.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also 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 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 and Training credits.

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

Employee Orientation

Score	Responsible Party
1.00 / 1.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

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

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

Percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:
100.0

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

- HR employee orientation consists of a virtual meeting with an HR associate and small groups of newly hired individuals. During the on-boarding process, the HR representative explains some of the key points in the new hire orientation packets. One resource is a link to the Florida Tech Sustainability Website at

www.fit.edu/sustainability

.
- This website has many resources for new employees to learn more about opportunities like recycling, sustainable dining, and SUS events at the institution.
- The employee orientation, and accompanying packet are given to all incoming full-time, part-time, temp, and adjunct employees. Digital versions of the orientation packet are also sent to all new employees before their orientation and are available on the HR website.

Website URL where information about sustainability in employee orientation is available:
http://www.fit.edu/hr/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Academic Year 2022-23.
Information sourced from Karen Hill, Human Resources Department, and the Academic Sustainability Program. Information processed by Christian Foster.

Staff Professional Development and Training

Score	Responsible Party
0.00 / 2.00	

Criteria

Part 1. Availability of professional development and training in sustainability

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

Part 2. Participation in professional development and training in sustainability

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

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 include:

- Training to integrate sustainability knowledge and skills into the workplace;

- Lifelong learning and continuing education in sustainability; and/or

- 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 or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., 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 Documentation Fields will not be displayed.

Public Engagement

Points Earned 9.75

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, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.50 / 3.00
Continuing Education	2.47 / 5.00
Community Service	1.11 / 5.00
Participation in Public Policy	0.67 / 2.00
Trademark Licensing	0.00 / 2.00

Community Partnerships

Score	Responsible Party
3.00 / 3.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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Criteria

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

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.

- Multi-year or ongoing (rather than a short-term project or event).

- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.

- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

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

Community-based research and engaged scholarship around sustainability challenges 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 covered in the Community Service credit and should not be included in this credit.

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

Name of the institution's formal community partnership to advance sustainability :
Stone Magnet Middle School's STEM Forest

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

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

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

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

A brief description of the institution's formal community partnership to advance sustainability:

Florida Tech has worked with our neighboring Title I middle school, Stone Magnet Middle School, since 2020 through the present to introduce native landscaping to this large institutional-appearing

campus. Because of the proximity to a threatened estuarian system, the Indian River Lagoon, many STEM and art opportunities are available to reinforce the interdependence of socio-economic and ecological systems. This work has included the acquisition of funds and much donated time among students and faculty to plant a Florida native forest on the east side of the campus, near a massive bus loop previously void of trees or shrubs. We are working with the students and staff at the school and the local community to transfer this knowledge beyond Stone's campus and into surrounding areas.

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? (2nd partnership):

A brief description of the institution's formal community partnership to advance sustainability (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? (3rd partnership):

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

A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):

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

During this last three years, there are multiple examples of other community partnerships, including several cities in the region using SUS students to build or implement their city's sustainability action plans.

Website URL where information about the institution's community partnerships to advance sustainability is available:
https://www.fit.edu/sustainability/campus-and-community-actions/partners/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Academic Year 2022-23
Information Sourced from the Academic Sustainability Program. Information processed by Christian Foster.

Data source(s) and notes about the submission:

Academic Year 2022-23
Information Sourced from the Academic Sustainability Program. Information processed by Christian Foster.

Inter-Campus Collaboration

Score	Responsible Party
2.50 / 3.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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 a member of a national or international higher education sustainability network.

- Actively participates in a regional, state/provincial, or local higher education sustainability network.

- Has presented at a higher education sustainability conference during the previous year.

- Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.

- Has had employees or students serving on a board or committee of an external higher education 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 employees 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.

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

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

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

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

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

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

- Florida Tech has been a university member of the Florida Climate Institute since 2015, a network working to improve understanding of climate change and its impacts. There are 11 total member universities in Florida.

https://floridaclimateinstitute.org

- Florida Tech was also a long-term member of the Educational Alliance for a Sustainable Florida, now non-operational.

Has the institution presented at a higher education sustainability conference during the previous year?:
No

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

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

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

Florida Tech has submitted substantial campus sustainability information to the Princeton Review Guide to Green Colleges SUS award program each of the last three years, successful for seven straight years. Other campus sustainability awards as well (e.g., Tree Campus, Bike Friendly Campus).

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

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

- Sustainability undergraduate and graduate students have served for several years as members of and on the planning committee of the Brevard Sustainability Workgroup. The BSWG maintains a network of many non-profit, government and business partners throughout the Space Coast with a focus on applying best practices in sustainability throughout the east-central Florida region.
- Also, over 10 students serve annually on the University Sustainability Council.

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

A brief description of the mentoring relationship and activities:

Florida Tech's sustainability program faculty includes a recent board member of a major regional NGO (the Marine Resources Council); he continues to periodically assist with sustainability issues with the MRC, including a climate resources website.

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

A brief description of the peer review activities:

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

Website URL where information about the institution's inter-campus collaborations is available:
https://www.fit.edu/sustainability/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

 Activities occurred between 2021 and 2023. Information from the Florida Tech Academic Sustainability Program. Information processed by Christian Foster.

Continuing Education

Score	Responsible Party
2.47 / 5.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

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

- The title and department (or equivalent) of the course.

- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. 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 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

Degree-granting programs (e.g., programs that confer Baccalaureate, Masters, or Associate 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

Total number of continuing education courses offered:
379.0

Number of continuing education courses that are sustainability course offerings:
6.0

Percentage of continuing education courses that are sustainability course offerings:
1.58311345646438

A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:
EN_12_Feb_2024.xlsx

Institution's inventory of its continuing education sustainability course offerings and descriptions:

See attached inventory.

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

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

A brief description of the certificate program(s):

Leadership in Energy and Environmental Design (LEED) - This online Leadership in Energy & Environmental Design (LEED) course is designed to educate candidates on cutting edge green building and sustainable design practices and enables participants to designate that expertise with an internationally recognized professional credential.

Website URL where information about the institution's continuing education courses and programs in sustainability is available:
https://careertraining.ed2go.com/fit

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Fall 2023 and Spring 2024 course offerings.
Information from

https://careertraining.ed2go.com/fit

. and the Office of Continuing Education. Processing of ed2go classes by the Academic Sustainability
Program.

Data source(s) and notes about the submission:

Fall 2023 and Spring 2024 course offerings.
Information from
https://careertraining.ed2go.com/fit
. and the Office of Continuing Education. Processing of ed2go classes by the Academic Sustainability
Program.

Community Service

Score	Responsible Party
1.11 / 5.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Percentage of students participating in community service

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

Part 2. Community service hours per student

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

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

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

Total number of students:
3,235.0

Number of students engaged in community service:
982.0

Percentage of students engaged in community service:
30.35548686244204

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

Total number of student community service hours contributed annually:
12,287.95

Number of annual community service hours contributed per student:
3.7984389489953636

Does the institution have a formal program to support employee volunteering during regular work hours?:
No

A brief description of the institution's program to support employee volunteering:

Does the institution track the number of employee community service hours contributed through programs it sponsors?:

Total number of employee community service hours contributed annually through programs sponsored by the institution:

Website URL where information about the institution's community service programs is available:
https://floridatech.givepulse.com/group/253419-Florida-Institute-of-Technology

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All data from Fall 2023.
Data sourced from: a) the Office of Student Life, Abby Zabrodsky, and b) the Office of Institutional Research.

Participation in Public Policy

Score	Responsible Party
0.67 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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

- 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, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees 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.

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

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

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level:

Between 2021 and 2023, through formal classes and student research projects, the university has actively participated with local municipality staff and elected officials to change public policy, particularly through efforts to create and empower city-scale Sustainability Committees and to build first-ever, actionable Sustainability Action plans approved by formal votes of town or city councils. We focus here on the project titled "Developing the First Sustainability Plan for the Town of Indialantic, FL". In 2022-23, SUS senior research students Emily Flint and Trinity Di Nunzio, for their SUS 3999 and 4000 classes, completed the first formal Sustainability Action Plan as interns with the Sustainable Communities and Resiliency Committee (SCRC) at the Town of Indialantic, Florida. This plan was formally approved by a sitting Town Council vote after presentations by the students, in summer 2023. A brief summary of the work follows. More information is in the attached final research poster for this project.
Objectives:

- Construct a framework for first town sustainability plan with town stakeholders
- Develop a full sustainability plan for Committee and then Town Council approval
In Summary:
The process required more than a year of direct work with the Town Manager, Director of Public Works and the Town Council. The creation of this plan gives the SCRC established goals and parameters that will guide their work in the future. This creates a valuable opportunity for the SCRC and the Town Council now that sustainability priorities within the town have been codified and formally approved. By working with the SCRC, town staff and the citizens, future interns can complete and expand upon these new municipal goals.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:
No

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:

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

A brief description of how the institution engages in public policy advocacy for sustainability at the national level:

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

A brief description of how the institution engages in public policy advocacy for sustainability at the international level:

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

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

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

Additional documentation to support the submission:
SHOWCASE_SPRING2023_POSTER_SUS_Sustainability_Plan_Town_of_Indialantic_FL.pptx

Data source(s) and notes about the submission:

For this example, we focused on the student/faculty development of a first ever SUS Acton Plan and eventual Town Council approval. This was for a formal FIT senior research project in AY 2022-23. Similar projects/activities occurred in several other local Space Coast municipalities between 2021-2023.

Data source(s) and notes about the submission:

For this example, we focused on the student/faculty development of a first ever SUS Acton Plan and eventual Town Council approval. This was for a formal FIT senior research project in AY 2022-23. Similar projects/activities occurred in several other local Space Coast municipalities between 2021-2023.

Trademark Licensing

Score	Responsible Party
0.00 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

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

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

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

To qualify, a labor rights code of conduct must be consistent in all respects with the WRC Model Code of Conduct, the FLA Workplace Code of Conduct, or the International Labour Organisation (ILO) fundamental Conventions.

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

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

Is the institution currently a member of the Fair Labor Association (FLA)? :
No

Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?:

A brief description of the independent monitoring and verification organization:

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

A copy of the labor rights code of conduct for licensees:

The labor rights code of conduct for licensees:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Academic Year 2022-23
Data sourced from the Florida Tech Bookstore and the Academic Sustainability Program.

Operations

Air & Climate

Points Earned 4.09

Points Available 11.00

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

Credit	Points
Emissions Inventory and Disclosure	0.00 / 3.00
Greenhouse Gas Emissions	4.09 / 8.00

Emissions Inventory and Disclosure

Score	Responsible Party
0.00 / 3.00	

Criteria

Part 1. Greenhouse gas emissions inventory

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

- Include Scope 3 GHG emissions from one or more of the following sources:

    ○ Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)

    ○ Commuting (regular commuting to and from the institution by students and employees)

    ○ Purchased goods and services (e.g., food and paper)

    ○ Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)

    ○ Fuel- and energy-related activities not included in Scope 1 or 2

    ○ Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)

    ○ Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)

- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)

- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)

- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)

- Commuting

- Off-site electricity production

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

Greenhouse Gas Emissions

Score	Responsible Party
4.09 / 8.00	**Kirk Hemphill** Director of Maintenance Facilities Operations

Criteria

Part 1. GHG emissions per person

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

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO2e) per gross square metre (0.02 MTCO2e per gross square foot) of floor area.

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 Standards and Terms).

Carbon sinks

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

- Third-party verified, purchased carbon offsets

- Institution-catalyzed carbon offsets (popularly known as "local offsets")

- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

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

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	663.0	550.36
Gross Scope 1 GHG emissions from other sources	3,076.66	404.15
Gross Scope 2 GHG emissions from imported electricity	8,553.0	13,993.88
Gross Scope 2 GHG emissions from imported thermal energy	0.0	0.0
Total	12,292.66	14,948.39

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0.0	0.0
Institution-catalyzed carbon offsets generated	0.0	0.0
Carbon storage from on-site composting	0.0	0.0
Carbon storage from non-additional sequestration	3,864.0	3,864.0
Carbon sold or transferred	0.0	0.0
Net carbon sinks	0.0	0.0

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

Botanical Gardens certified through SIMAP verification based on study performed by Sustainability Coordinator Quinn Duffy.

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	12,292.66	14,948.39

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

	Performance year	Baseline year
Start date	Jan. 1, 2022	May 1, 2018
End date	Dec. 31, 2022	April 30, 2019

A brief description of when and why the GHG emissions baseline was adopted:

Utilized the FY 2019 GHG as our base line for this submission.

Figures needed to determine "Weighted Campus Users":

	Performance year	Baseline year
Number of students resident on-site	1,824.0	1,573.0
Number of employees resident on-site	5.0	3.0
Number of other individuals resident on-site	66.0	68.0
Total full-time equivalent student enrollment	8,153.5	7,152.93
Full-time equivalent of employees	986.67	1,132.0
Full-time equivalent of students enrolled exclusively in distance education	1,818.33	1,753.35
Weighted Campus Users	6,014.63	5,360.6849999999995

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

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	2.043793217537903	2.7885223623473494

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:
26.706945401095545

Gross floor area of building space, performance year:
184,102.62 Gross square meters (1,981,665.0 Gross square feet)

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	24,209.96 Square meters (260,594.0 Square feet)
Healthcare space	179.89 Square meters (1,936.32 Square feet)

	Floor area
Other energy intensive space	449.84 Square meters (4,842.0 Square feet)

EUI-adjusted floor area, performance year:
233,332.17 Gross square meters (2,511,567.64 Gross square feet)

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:
0.05 MtCO2e per square meter (0.0048944172572632765 MtCO2e per square foot)

A brief description of the institution's GHG emissions reduction initiatives:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

CY 2022 was used as the performance year. Sources of data include utility bills and input from various Departments.

Buildings

Points Earned 0.09

Points Available 8.00

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

Credit	Points
Building Design and Construction	0.09 / 3.00
Building Operations and Maintenance	0.00 / 5.00

Building Design and Construction

Score	Responsible Party
	Kirk Hemphill
0.09 / 3.00	Director of Maintenance
	Facilities Operations

Criteria

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

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR

- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see Examples of Multi-attribute and Single-attribute Building Frameworks.

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

Total floor area of newly constructed or renovated building space:
6,102.05 Square meters (65,682.0 Square feet)

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

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	0 Square meters
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	0 Square meters
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square meters
Certified at a step above minimum level under ar 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 Square meters
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square meters
	0 Square meters

	Floor area
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	423.08 Square meters (4,554.0 Square feet)
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square meters
Total	423.08 Square meters (4,554.0 Square feet)

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:
0.0

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

The Panther Aquatic Center, Scott Center for Autism are certified at a LEED Silver level.

Folliard Alumni Center is not formally certified, however the building has net zero features to include a solar panel, battery storage, interior lighting and BAS systems that allow the building to operate very efficiently. Graduate students are able to use the building to further their engineering research efforts. The building footprint is 4554 sq ft , entered into the chart above.

Gordon Nelson Health Center (61,128 sq ft) was brought online during this report period. While not certified to any particular standard, it contains BAS and other systems to operate very efficiently. Entered into "Total floor area of newly constructed or renovated building space" reporting box, not claimed under any other category.

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

Website URL where information about the institution's green building design and construction program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data collected from the university's Facilities Operations Department.

Data source(s) and notes about the submission:

Data collected from the university's Facilities Operations Department.

Building Operations and Maintenance

Score	Responsible Party
0.00 / 5.00	**Kirk Hemphill** Director of Maintenance Facilities Operations

Criteria

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

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR

- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs.For more information, see Examples of Multi-attribute and Single-attribute Building Frameworks.

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count 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 Documentation Fields will not be displayed.

Data source(s) and notes about the submission:

Facilities Operations

Energy

Points Earned 5.43

Points Available 10.00

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

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

Credit	Points
Building Energy Efficiency	5.43 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Efficiency

Score	Responsible Party
5.43 / 6.00	**Kirk Hemphill** Director of Maintenance Facilities Operations

Criteria

Part 1. Reduction in source energy use per unit of floor area

Institution has reduced its total source energy consumption per gross square metre or foot of floor area compared to a baseline.

Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

	kWh	MMBtu
Imported electricity	19,770,986.0	67,458.604232
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	17,070.57	58.24478484

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

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	4,993.82
Imported steam, hot water, and/or chilled water	0.0

Total site energy consumption, performance year:
72,510.66901684

Gross floor area of building space, performance year:
184,102.62 Gross square meters (1,981,665.0 Gross square feet)

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	24,209.96 Square meters (260,594.0 Square feet)
Healthcare space	179.89 Square meters (1,936.32 Square feet)
Other energy intensive space	449.84 Square meters (4,842.0 Square feet)

EUI-adjusted floor area, performance year:
233,332.17 Gross square meters (2,511,567.64 Gross square feet)

Degree days, performance year:

	Degree days
Heating degree days	190.56 Degree-Days (°C) (343.0 Degree-Days (°F))
Cooling degree days	2,059.44 Degree-Days (°C) (3,707.0 Degree-Days (°F))

Total degree days, performance year:
2,250 Degree-Days (°C) (4,050.0 Degree-Days (°F))

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

	Start date	End date
Performance period	Jan. 1, 2022	Dec. 31, 2022

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:

42.63 Btu / GSM / Degree-Day (°C) (7.128563295650246 Btu / GSF / Degree-Day (°F))

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	31,941,565.0	108,984.61978000001
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	31,555.0	107.66566

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

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	21,771.48
Imported steam, hot water, and/or chilled water	0.0

Total site energy consumption, baseline year:

130,863.76544

Gross floor area of building space, baseline year:

182,237.97 Gross square meters (1,961,594.0 Gross square feet)

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

	Start date	End date
Baseline period	May 1, 2012	April 30, 2013

A brief description of when and why the energy consumption baseline was adopted:

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. It is our intent to utilize CY 2022 as the baseline for the next submission.

Source-site ratio for imported electricity:

3.14

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0.39 MMBtu per square meter (0.03659078048854877 MMBtu per square foot)	1.18 MMBtu per square meter (0.10943932605829947 MMBtu per square foot)
Baseline year		

Site energy	Source energy
0.72 MMBtu per square meter (0.06671297191977545 MMBtu per square foot)	2 MMBtu per square meter (0.18560968873742478 MMBtu per square foot)

Percentage reduction in total source energy consumption per unit of floor area from baseline:
41.037923826746315

Documentation 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:

The largest initiative to assist in the reduction of electricity demand was to direct our facilities operations trades and project managers to replace light fixtures with LED whenever possible, add energy efficiency measures including occupancy sensors, building automation, insulation, and other items.

A brief description of energy use standards and controls employed by the institution:

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:

N/A

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives:

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.

Website URL where information about the institution's energy conservation and efficiency program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data was sourced and reviewed by the university's Facilities Operations Department, accounting for all campus buildings in different regions.

There were significant reductions in energy usage from 2007 to 2019 with the execution of a Siemens ESCO that staged a large number of improvements and upgrades to HVAC plant operations that allowed the university to cut the electrical usage and rely less on back-up generated power in certain instances.

Clean and Renewable Energy

Score	Responsible Party
	Kirk Hemphill
0.00 / 4.00	Director of Maintenance
	Facilities Operations

Criteria

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

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.

2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy 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.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).

2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, 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 in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution to right to claim it as renewable.

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 Documentation Fields will not be displayed.

Data source(s) and notes about the submission:

Data from utility bills and from other Departments.

Food & Dining

Points Earned 1.68

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.

Credit	Points
Food and Beverage Purchasing	0.00 / 6.00
Sustainable Dining	1.68 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
0.00 / 6.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

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

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

- Plant-based.

An institution with Real Food Calculator results that have been validated by the Real Food Challenge (U.S.) or Good Food Calculator results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed STARS Food and Beverage Purchasing Inventory template or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand

- Product description/type

- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

Sustainable Dining

Score	Responsible Party
1.68 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Sustainable dining initiatives

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

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.

- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.

- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.

- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.

- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).

- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

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 a 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.

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

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

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

A brief description of the farmers market, CSA or urban agriculture project:

There is a weekly farmers market on the institution's campus. It provides the opportunity for local producers to sell and market their foods and articles. If there is a high demand expected on a certain product that is present on the market, the on-campus grocery store usually includes it in their inventory to provide to the students again.

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

A brief description of the sustainability-themed food outlet:

Does the institution or its primary dining services contractor support disadvantaged

businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:
Yes

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

Local vendor products sold in grocery store. Multiple market events hosted.

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:
5.0

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

A brief description of the low impact dining events and/or plant-forward options:

Meatless Mondays and multiple vegan main entrees in the main campus dining hall.

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

A brief description of the vegan dining program:

Full protein vegan station available at each meal period 7 days a week.

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:
No

A brief description of the sustainability labelling and signage in dining halls:

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

A brief description of the food recovery competition or commitment program or food waste prevention system:

Third party oil recovery; food waste pulping system to reduce waste by 75%.

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

Yes

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

Panther Dining Hall, the main campus dining facility, is trayless. The main dining hall is a buffet-style dining area with dishes and silverware.

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

A brief description of the food donation program:

Annual donation of produce at holiday shutdown period.

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

A brief description of the food materials diversion program:

Used cooking oil recovery.

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

A brief description of the pre-consumer composting program:

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

A brief description of the post-consumer composting program:

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

A brief description of the reusable service ware program:

Full china and silverware.

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

A brief description of the compostable containers and service ware:

Containers produced with post consumer materials or paper.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in "to-go" food service operations?:
Yes

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

Free-to-go box program.

A brief description of other sustainability-related initiatives not covered above:

Global Kitchen dining series.
Allergen friendly station.

Website URL where information about the sustainable dining programs is available:
https://www.fit.edu/dining/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All information assembled by Evan Olsen and Tom Stewart, Florida Tech Dining Services.

Grounds

Points Earned 1.00

Points Available 4.00

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

Credit		Points
Landscape Management	1.00 / 2.00	
Biodiversity	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)

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

Close

Landscape Management

Score	**Responsible Party**
1.00 / 2.00	**Kirk Hemphill** Director of Maintenance Facilities Operations

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Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

Total campus area:
71.63 Hectares (177.0 Acres)

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	0 Hectares
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	65.56 Hectares (162.0 Acres)
Area managed using conventional, chemical-based landscape management practices	0 Hectares
Total area of managed grounds	65.56 Hectares (162.0 Acres)

A brief description of any land excluded from the area of managed grounds:

There are 15.0 acres of wetland that is part of the Saint Johns Water Management District located on our campus. We perform pruning operations to keep foot paths clear and we remove any fallen limbs or other debris. We do not apply any pest control or fertilizers to this area.

Percentage of grounds managed organically:
0.0

A brief description of the organic landscape management program:

Florida Tech prioritizes the use of native, adapted, low-maintenance, and non-invasive plant species in landscape design and replacement. Grounds are maintained in accordance with Integrated Pest Management (IPM) strategies derived from peer institutions and industry practice. We are committed to using Biosafe products for weed and grass control, we use Nitra Neem oil for controlling pests when necessary (we only used 48 Oz of this product during 2022).

Percentage of grounds managed in accordance with an IPM program:
100.0

A copy of the IPM plan or program:

A brief description of the IPM program:

1) Pest identification
2) Monitoring and assessing pest numbers and damage
3) Use industry guidelines when management is needed
4) Prevent pest problems when possible
5) Use a combination of biological, physical/mechanical and lastly chemical tools
6) After action, assess the effect of the pest management

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

The overall goal of the Tree Care Plan is to ensure a safe, attractive, healthy and sustainable campus tree population. Guidelines have been developed to further this goal by providing designers, construction firms, landscaping personnel with the tools needed to further this goal.

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

Our turf (mostly field grass) is watered only when needed. We have a combination of well water, water from runoff control ponds and a very small amount of City water.

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

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:

Website URL where information about the institution's sustainable landscape management program is available:

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	Responsible Party
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)

Kirk Hemphill
Director of Maintenance Facilities Operations

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

Close

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

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

Assessments conducted and programs adopted by other entities (e.g., government, university system, or 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, 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), one the more diverse estuaries in North America. The IRL is one of only 28 estuaries included in the National Estuary Program. 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.

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

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

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:
No

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

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

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

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

Estimated percentage of areas of biodiversity importance that are also protected areas :

Website URL where information about the institution's biodiversity initiatives is available:
https://research.fit.edu/florida-tech-campus-wildlife/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data sourced from Facilities Operations Department

Data source(s) and notes about the submission:

Data sourced from Facilities Operations Department

Purchasing

Points Earned 1.60

Points Available 6.00

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit	Points
Sustainable Procurement	0.00 / 3.00
Electronics Purchasing	0.00 / 1.00
Cleaning and Janitorial Purchasing	0.64 / 1.00
Office Paper Purchasing	0.96 / 1.00

Sustainable Procurement

Score	Responsible Party
	Kirk Hemphill
0.00 / 3.00	Director of Maintenance
	Facilities Operations

Criteria

Part 1. Institution-wide sustainable procurement policies

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

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, 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 standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

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 requests for proposals (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 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products. • Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content. • A stated preference for extended use, rechargeable, or remanufactured products. • A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified) • A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products. • A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	• Including sustainability objectives in contracts with on-site food service providers. • Requiring that dining service contractors pay a living wage to employees.

F. Garments and linens

Clothing, bedding, laundry services.

- Published labor and human rights standards that clothing suppliers must meet.

- A stated preference for organic, bio-based, or recycled content textiles.

G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

H. Transportation and fuels

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.

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.

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

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

Score	Responsible Party
0.00 / 1.00	**Kirk Hemphill** Director of Maintenance Facilities Operations

Criteria

Institution purchases electronic products that are:

- EPEAT registered,

- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/administered by a Global Ecolabelling Network or ISEAL Alliance member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR

- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

Cleaning and Janitorial Purchasing

Score	Responsible Party
0.64 / 1.00	**Kirk Hemphill** Director of Maintenance Facilities Operations

Criteria

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

- Blue Angel labeled (German Federal Environment Agency)

- Cradle to Cradle Certified

- ECOLOGO certified (UL Environment)

- EU Ecolabel

- Forest Stewardship Council (FSC) certified

- Good Environmental Choice Australia (GECA) certified

- Green Seal certified

- Nordic Swan labeled (Nordic Ecolabelling Board)

- U.S. EPA Safer Choice labeled

- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by Global Ecolabelling Network and/or ISEAL Alliance member organizations

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 cleaning and 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 annual expenditures on cleaning products:
125,000.0

Annual expenditures on certified green cleaning products:
26,000.0

Total annual expenditures on janitorial paper products:
148,781.0

Annual expenditures on certified green janitorial paper products:
148,781.0

A brief description of the time period on which the figures reported above are based :

Figures obtained from National Resources for the period 1 Jan. 2022 - 31 December 2022. Facilities has used this time period consistently throughout this submission as our performance year.

Our contractor National Resources, only buys green certified paper products.

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:
63.839711302099126

Website URL where information about the institution's cleaning and janitorial purchasing is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information obtained from National Management Resources Corp. National Management Resources Corp. is the University's contractor for janitorial services.

Data source(s) and notes about the submission:

Information obtained from National Management Resources Corp. National Management Resources Corp. is the University's contractor for janitorial services.

Office Paper Purchasing

Score	Responsible Party
0.96 / 1.00	**Kirk Hemphill** Director of Maintenance Facilities Operations

Criteria

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

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

Total annual expenditures on office paper:
34,740.71

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0.0
30-49 percent	0.0
50-69 percent	0.0
70-89 percent (or FSC Mix label)	6,720.71
90-100 percent (or FSC Recycled/100% label)	28,020.0

A brief description of the time period from which the figures reported above are drawn:

The statistics were derived from 2022 reporting period. We used UniFlow (our copier management software) to calculate the consumption of paper across campus. We then added in the paper metrics from the copy center consumption. It is assumed that the paper substrates used by the campus are generally recycled or FSC mix, as this is the recommendation to all departments as this paper is more economically procurable. Additionally, even if more expensive paper is procured, the limitations in paper source for high quality are generally Hammermill or Southworth brand, which are both sustainable products.

Website URL where information about the institution's paper purchasing is available:
http://fit.edu/copycenter

Additional documentation to support the submission:
Enviromental_Analysis_2022__Copy_Cntr_Stats.pdf

Data source(s) and notes about the submission:

Transportation

Points Earned 1.09

Points Available 7.00

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

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

Credit	Points
Campus Fleet	0.49 / 1.00
Commute Modal Split	0.00 / 5.00
Support for Sustainable Transportation	0.60 / 1.00

Campus Fleet

Score	Responsible Party
0.49 / 1.00	

Criteria

Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are:

1. Gasoline-electric hybrid,

2. Diesel-electric hybrid,

3. Plug-in hybrid,

4. 100 percent electric (including electric assist utility bicycles and tricycles),

5. Fueled with Compressed Natural Gas (CNG),

6. Hydrogen fueled,

7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR

8. 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)

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet:
138.0

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	64.0
Diesel-only	6.0
Gasoline-electric hybrid	0.0
Diesel-electric hybrid	0.0
Plug-in hybrid	0.0
100 percent electric	68.0
Fueled with Compressed Natural Gas (CNG)	0.0
Hydrogen fueled	0.0
Fueled with B20 or higher biofuel	0.0
Fueled with locally produced, low-level biofuel	0.0

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.

Website URL where information about the institution's motorized fleet is available:

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.

Commute Modal Split

Score	Responsible Party
0.00 / 5.00	**Kirk Hemphill** Director of Maintenance Facilities Operations

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their worksites.

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

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

Score	Responsible Party
0.60 / 1.00	**Kirk Hemphill** Director of Maintenance Facilities Operations

Criteria

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

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.

- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.

- Offers preferential parking or other incentives for fuel efficient vehicles.

- Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.

- Has incentives or programs to encourage employees to live close to campus.

- Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
No

A brief description of the bicycle sharing program:

Does the institution participate in a car sharing program?:
No

A brief description of the car sharing program:

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:
Yes

A brief description of the incentives for fuel efficient vehicles:

LEED Structures have preferred parking for fuel efficient vehicles to LEED Silver Standards.

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. Two are installed at the new Alumni Center and two have been installed at Gordon Nelson Health Sciences building.

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 have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:
Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

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.

Website URL where information about the institution's support for sustainable transportation 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.

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 Earned 1.66

Points Available 10.00

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

Credit	Points
Waste Minimization and Diversion	0.66 / 8.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
	Kirk Hemphill
0.66 / 8.00	Director of Maintenance
	Facilities Operations

Criteria

Part 1. Reduction in total waste per person

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. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

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, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste DiversionandHazardous Waste Managementcredits.

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):

	Performance Year	Baseline Year
Materials recycled	862.19 Metric tons (950.4 Tons)	689.20 Metric tons (759.71 Tons)
Materials composted	0 Metric tons	0 Metric tons
Materials donated or re-sold	19.94 Metric tons (21.98 Tons)	0 Metric tons
Materials disposed through post-recycling residual conversion	0 Metric tons	0 Metric tons
Materials disposed in a solid waste landfill or incinerator	3,102.89 Metric tons (3,420.35 Tons)	1,560.27 Metric tons (1,719.9 Tons)
Total waste generated	3,985.02 Metric tons (4,392.73 Tons)	2,249.46 Metric tons (2,479.61 Tons)

A brief description of the residual conversion facility:

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

	Start Date	End Date
Performance Period	Jan. 1, 2022	Dec. 31, 2022
Baseline Period	May 1, 2014	April 30, 2015

A brief description of when and why the waste generation baseline was adopted:

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":

	Performance Year	Baseline Year
Number of students resident on-site	1,824.0	1,729.0
Number of employees resident on-site	5.0	3.0
Number of other individuals resident on-site	66.0	68.0
Total full-time equivalent student enrollment	8,153.5	4,138.0
Full-time equivalent of employees	986.67	791.0
Full-time equivalent of students enrolled exclusively in distance education	1,818.33	1,052.0
Weighted campus users	6,014.63	3,408.75

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.66 Metric tons (0.7303408522219986 Tons)	0.66 Metric tons (0.7274250091675835 Tons)

Percentage reduction in total waste generated per weighted campus user from baseline:
0.0

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:
22.136120362508056

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):
22.136120362508056

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes

	Yes or No
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Tires	Yes
Other (please specify below)	Yes

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

The university has donated office materials such as office supplies, office furniture/chairs, dry erase boards, and other usable materials to local community agencies or schools. The amount of these materials were calculated to the best of our ability. We have also sold equipment through

GovDeals.com

ranging from vehicles to heavy machinery.

Materials intended for disposal but subsequently recovered and reused on campus, performance year:
0 Metric tons

Does the institution use single stream recycling to collect standard recyclables in common areas?:
Yes

Does the institution use dual stream recycling to collect standard recyclables in common areas?:
No

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:
No

Average contamination rate for the institution's recycling program:
9.0

A brief description of any recycling quality control mechanisms employed:

The university is attempting to reduce overall contamination rates by raising awareness through the sustainability committee.

Calculated contamination percentage from contractor billings.

The university's Property Administration Office oversees a meticulous process for material disposal on campus. Communication regarding unwanted materials is channeled through the Facilities Departments via work tickets or emails. Each requested item undergoes a site survey to determine salvageability or appropriate disposal methods, including recycling or landfilling. Salvageable materials are either placed in surplus for campus reuse or donated locally, collaborating closely with entities like the Brevard County school system, local schools, and charities. E-waste earmarked for recycling is sorted by a local affiliate e-waste scrap company, ensuring usable items reach individuals in need. Unsalvageable materials are redirected to local recyclers.

To enhance waste segregation, the university has introduced new exterior recycling waste bins, replacing outdated cement barrels. These bins feature clear color-coding and effective marketing, facilitating correct disposal.

Moreover, the Dining Facility efficiently collects cardboard boxes from shipments, flattening them for collection by contracted cardboard recycling services.

A brief description of the institution's waste-related behavior change initiatives:

Facilities Operations recently replaced our recycling and trash containers. The new recycling containers have shaped openings to help to limit contamination.

The university provides multiple methods for sustainably recycling or diverting waste.

☐ Collaborative efforts between Property Administration and the Procurement Office involve surplus sales management via "Gov Deals," an online auction platform. This not only recovers residual costs but also prolongs the lifespan of items by engaging refurbishing enthusiasts across the entire nation.

☐ Secure paper recycling is actively promoted across the campus, facilitated by the deployment of shredding bins supported by Procurement. These bins, available in medium (25-30 gallon) and large (60 gallon) sizes, cater to various departmental needs.

☐ The transition to DocuSign in 2022 significantly reduced the reliance on physical paper signatures, thereby contributing to a substantial reduction in paper consumption across campus. •

https://help.fit.edu/TDClient/39/Portal/Requests/ServiceDet?ID=1305

☐ The institution's adoption of the Workday ERP system has streamlined and minimized manual processes in Financial Management, HR activities, and Procurement, consequently decreasing the need for continual paperwork printing associated with budget management and approvals.

https://www.fit.edu/workday/

Workday is committed to ensuring their reduced carbon footprint when providing services to customers like Florida Tech. See their sustainable report,

https://www.workday.com/content/dam/web/en-us/documents/other/workday-global-impact-report.pdf?

tlaAppCB

☐ A Sustainability Council comprising 40 members, including students, staff, and faculty, actively engages in educational initiatives and events focused on sustainability and environmental conservation.. Programs include, recycling electronics and other generatable waste during after residents leave campus. We hold recycling days where e-waste can be dropped off a convenient location on campus and collected by Property Administration to later manage through the e-waste scrap company.

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

○ Property Administration conducts comprehensive site visits across campus to assess areas where unused materials might be stored. Collaborating closely with offices and departments, they ensure efficient utilization of space and surplus materials. Any materials earmarked for disposal undergo a rigorous review process, ensuring appropriate management and minimizing unnecessary waste, as mentioned in the previous points.

A brief description of the institution's procurement policies designed to prevent waste:

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

The institution operates a surplus management program led by Property Administration, effectively educating the campus community about accessible surplus items. This initiative aims to discourage redundant procurement by highlighting existing surplus resources. As a result, it has significantly curbed the unnecessary purchase of furniture, classroom essentials, and lab materials. Users are encouraged to place in a Work Ticket to request for materials and delivery of them. They can email or call to inquire of available items, and a list is provided to them. We have pursued this by word of mouth, to gatekeepers at each college, and they support disseminating the information to other stake holders in their departments. Additionally, we work closely with the university's Facilities Project Managers and Designer to reuse available furniture or supplies in any refurbishing or remodeling project.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

□ The university uses a forum to support peer to peer exchange of any materials. It includes a variety of topics from event notifications, to leasing, but also the sale, exchange, or donation of any materials. This is a free forum that is email based and allows for anyone subscribed at the university to use it. The forum is mediated for safety, but overall open for all to use.

https://it.fit.edu/accounts/email-lists/

A brief description of the institution's limits on paper and ink consumption:

New printers have been purchased that track paper use across campus and charges individual Departments for their printing. We will utilize this tool to foster behavior change in regards to printing.

• The university advocates for responsible printing practices by promoting released printing at copiers, facilitated by UniFlow software from NTWARE. This system discourages wasteful printing by collecting paper only when users intentionally release their print jobs, reducing the instances of unclaimed prints and promoting thoughtful printing habits.

A charge back process to each office is employed to ensure moderate usage according to available departmental budget. Misuse is addressed at the departmental level. This discourages bulk printing as well, as bulk items are encouraged to be printed at the Copy Center, where recycled paper and

double sided printing is used. Students who print at the student printers are charged a comparable rate for printing, and they are encouraged to use electronic submission when able.

A brief description of the institution's initiatives to make materials available online by default rather than printing them:

○ In 2022 the university installed a large signage board at the Denius Student Center building facia, to enable the advertising of events and activities on campus. Having the board has helped reduced the need to print posters and flyers, and more appropriately disseminating information on campus ore effectively.

○ The university is using the Engage Platform to support the dissemination of events on campus, reducing the need for paper flyers or other printed materials.

https://floridatech.campuslabs.com/engage/

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

Each move-in/move-out, Facilities Operations orders larger recycle roll-off containers strategically placed around campus to facilitate recycling.

• The Office of Residence Life collaborates with the Housing Department to oversee the residence hall move-in/move-out process. At the conclusion of each semester, they organize an event aimed at salvaging usable materials left behind by students. These salvaged materials are either distributed to students in need or donated to local charities.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

The Office of Property Management works closely with each office and Facilities Project Managers in campus clean-up/ reorganization efforts. A site survey of each area is conducted and a plan of action determined for the review of materials. Materials are stickered red for disposal, yellow for donate, or green for keep. The Property Management office will salvage all donate and keep items reutilizing what can be repurposed internally and donating to local community charities was is in good condition but not wanted.

Website URL where information about the institution's waste minimization and diversion efforts is available:

Additional documentation to support the submission:
OP18-_Reports.pdf

Data source(s) and notes about the submission:

Data derived from the Office of Institutional Research, Facilities Operations Department.

Data source(s) and notes about the submission:

Data derived from the Office of Institutional Research, Facilities Operations Department.

Construction and Demolition Waste Diversion

Score	Responsible Party
	Kirk Hemphill
0.00 / 1.00	Director of Maintenance
	Facilities Operations

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 Documentation Fields will not be displayed.

Data source(s) and notes about the submission:

Florida Tech Facilities Operations, Waste Management

Hazardous Waste Management

Score	Responsible Party
	Kirk Hemphill
1.00 / 1.00	Director of Maintenance
	Facilities Operations

Criteria

Part 1. Hazardous waste minimization and disposal

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. Electronic waste diversion

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:

The Florida Tech Environmental Health & Safety (EH&S) Office plays a crucial role in managing hazardous waste disposal. They provide compliant containers for solid and liquid waste as per Department of Transportation regulations, replacing full containers and disposing of empty chemical containers.

To classify as hazardous waste, materials must exhibit specific qualities outlined by the EPA, including ignitability, corrosivity, reactivity, or toxicity, or belong to F-listed, K-listed, P-listed, or U-listed categories based on their source or characteristics.

All university personnel dealing with hazardous waste must undergo annual training, ensuring compliance with the Resource Conservation and Recovery Act regulations. This training is mandatory within six months of employment or reassignment to a related position.

While EH&S oversees the hazardous waste program, the collective effort of faculty, staff, and students is essential. Access resources provided for proper waste management guidance and reach out to

hazwaste@fit.edu

for any disposal inquiries.

Florida Tech Reduces hazardous waste by making accurate waste determinations based on generator process knowledge and testing. Universal waste is reduced by switching from materials that would become universal waste to non-toxic options. Chemicals, regulated and non-regulated, are often shared or donated between research groups to minimize waste.

https://www.fit.edu/office-of-environmental-health-and-safety/regulated-wastes/

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

Florida Institute of Technology (Florida Tech) has a Regulated Waste Program that is managed by the Department of Environmental Health & Safety (EHS) that is set-up to handle daily management of waste disposal from waste determination; labeling; safety training; to written request for disposal from a given location. Generators are provided with waste containers in satellite accumulation areas, when full these containers are relocated by EHS to a main accumulation area where they are stored

until they are properly disposed through a permitted treatment, storage, and disposal facility as required by our generator status.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No reportable releases during the past three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Florida Tech manages the chemical inventories of the institute. The main purpose of the inventories is for emergency responses in cases of fires, explosion, etc. The same inventories can be shared within lab/shop groups for repurposing chemical compounds if needed.

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

Website URL where information about the institution's hazardous waste program is available:
https://www.fit.edu/office-of-environmental-health-and-safety/regulated-wastes/hazardous-waste-management/

Additional documentation to support the submission:
2022_E-Waste_003.xlsx

Data source(s) and notes about the submission:

Data sourced from the Environmental Health and Safety office, Property Administration office.

Data source(s) and notes about the submission:

Data sourced from the Environmental Health and Safety office, Property Administration office.

Water

Points Earned 4.64

Points Available 8.00

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

Credit			**Points**
	4.14 / 6.00		
	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 each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:		
	Physical Risk QUANTITY	**Points available for each part**	**Total available points for this credit**
Water Use	Low and Low to Medium Risk	1⅓	4
	Medium to High Risk	1⅔	5
	High and Extremely High Risk	2	6
	Close		
Rainwater Management	0.50 / 2.00		

Water Use

Responsible Party

Kirk Hemphill
Director of Maintenance Facilities Operations

Score

4.14 / 6.00

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 each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit
Low and Low to Medium Risk	1⅓	4
Medium to High Risk	1⅔	5
High and Extremely High Risk	2	6

Close

Criteria

Part 1. Reduction in potable water use per person

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

Part 2. Reduction in potable water use per unit of floor area

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:
High

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	174,691.22 Cubic meters (46,148,559.0 Gallons)	178,427.96 Cubic meters (47,135,702.0 Gallons)

Potable water use:

	Performance Year	Baseline Year
Potable water use	174,691.22 Cubic meters (46,148,559.0 Gallons)	177,652.33 Cubic meters (46,930,802.0 Gallons)

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

	Start Date	End Date
Performance Period	Jan. 1, 2022	Dec. 31, 2022
Baseline Period	May 1, 2015	April 30, 2016

A brief description of when and why the water use baseline was adopted:

The baselines utilized in the last submission were used in this report for consistency.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	1,824.0	1,454.0
Number of employees resident on-site	5.0	2.0
Number of other individuals resident on-site	66.0	68.0
Total full-time equivalent student enrollment	8,153.5	4,138.0
Full-time equivalent of employees	986.67	791.0
	1,818.33	1,213.0

	Performance Year	Baseline Year
Full-time equivalent of students enrolled exclusively in distance education		
Weighted campus users	6,014.63	3,219.0

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	29.04 Cubic meters (7,672.717856293737 Gallons)	55.19 Cubic meters (14,579.310966138552 Gallons)

Percentage reduction in potable water use per weighted campus user from baseline:
47.37256188502907

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	184,102.62 Gross square meters (1,981,665.0 Gross square feet)	128,427.21 Gross square meters (1,382,379.57 Gross square feet)

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	0.95 Cubic meters per square meter (23.28777013269145 Gallons per square foot)	1.38 Cubic meters per square meter (33.94928789348355 Gallons per square foot)

Percentage reduction in potable water use per unit of floor area from baseline:
31.40424563320088

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	6.07 Hectares (15.0 Acres)	6.07 Hectares (15.0 Acres)

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	28,778.12 Cubic meters per hectare (3,076,570.6 Gallons per acre)	29,393.70 Cubic meters per hectare (3,142,380.1333333333 Gallons per acre)

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:
2.0942575544965853

A brief description of the institution's water-related behavior change initiatives:

A brief description of the institution's water recovery and reuse initiatives:

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

Website URL where information about the institution's water conservation and efficiency efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data from Facilities Operations Department utilizing actual utility bills for accuracy and the Office of Institutional Research.

Rainwater Management

Score	Responsible Party
	Kirk Hemphill
0.50 / 2.00	Director of Maintenance
	Facilities Operations

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit 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, and/or guidelines that supports the responses above:

The university 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.

Website URL where information about the institution's green infrastructure and LID practices is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Responses sourced from Facilities Operations

Data source(s) and notes about the submission:

Responses sourced from Facilities Operations

Planning & Administration

Coordination & Planning

Points Earned 5.88

Points Available 9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.00 / 4.00
Inclusive and Participatory Governance	1.88 / 3.00
Reporting Assurance	0.00 / 1.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**Kirk Hemphill** Director of Maintenance Facilities Operations

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.

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

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:

University Sustainability Council members, 2023
Name- Position
Ken Lindeman - OEMS, Professor
Kirk Hemphill- Facilities Operations Director of Maintenance
Kathy Villegas- Facilities Operations, Director of Business Strategy and Ops
Emily Ralston - OEMS, Research Professor
Curtis Robinson - IT Enterprise Systems, Director
Amanda Moske - Executive Director of Institutional Research & Chief Data Officer
Selvin McLean - Env. Health & Safety Director
Carolyn Martinsen - Env. Health & Safety Hazmat Safety Expert
Kevin Cloos - Senior Director, Facilities Operations
Thomas Stewart - AVP, Dining Services
Evan Olsen - Dining Services Asst. Director
Andy McIlwraith - University Marketing Director
Kevin Boodoosingh - University Marketing Social Media Coordinator
Shelley Johnson - Advancement, Director of Development
Terri Wright - General Manager, WFIT
Abby Zabrodsky - Student Life Coordinator
Jacqueline Zappala - Student Affairs, Director of Res. Life
Karen Hill - HR Specialist
Peter Zapalla - Director, Labs & Machine Shops

Allie Biagioni - AVP, University Events and Protocols
Gregory Connell - Assistant VP, Housing Services
Gina Yates - VP Alumni Affairs
Michael Slotkin - College of Business, Professor
Tim Muth - College of Business, Instructor
Abram Walton- College of Business, Professor
Heidi Hatfield Edwards- COPLA, Ass. Dean, Professor
Gordon Patterson - COPLA, Professor
Jessica Wildman - Psychology, COPLA, Associate Professor
Brooke Wheeler - Aeronatutics, COA, Assistant Professor
Nancy Garmer - Evans Library, Assistant Dean
Robert Sippel- Evans Library, Data Librarian
Toufiq Reza- BioMed/Chem Eng.& Sci, Assistant Professor
Gordon Nelson- University Professor
Troy Nguyen - Mech. & Civ. Eng., Associate Dean
Dan Kirk- Professor
Robert Weaver - Ocean Eng. & Marine Sciences, Associate Professor
Anya Johnson - SGA, SUS Liaison
Maggie Palmer - SOSA, President
Nathanial - SOSA, Vice President
Julie Martinus- Res. Life, SUS Comm, President
C. Cadenhead - Keuper Palm Bot. Soc., President
Ty Gutowski - Ethos Comm. Garden, President
Mary McDonald- Ethos Comm. Garden, Vice President
Slate Varn- Ethos Comm. Garden, and SOSA Treasurer
Mark Oncheck - SOARS, President
Robert Bossert- SOARS and USC Representative
Christian Foster - OEMS, FWS, SUS Research Asst.
April-May Sullins- OEMS, FWS, SUS Research Asst.
Alexander Paluzzi -OEMS, BSWG Representative
Adli Sullivan- Facilities Sustainability FWS

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:
No

A brief description of each sustainability office:

In 2022 sustainability efforts have been driven by the Professor of Ocean Engineering and Marine Sciences, Dr. Ken Lindeman, as Chair of the University Sustainability Council. He has successfully lead a group of 40 participants in the council to engage in many efforts across the university. Kirk Hemphill, Dir of Maintenance supported Dr. Linderman, as Co-Chair. As of 2023 within the Office of Facilities Operations, they have added one more full-time employees who actively drive sustainability initiatives as part of their role, Kathy Villegas Dir. of Business Strategy and Operations. Kirk and Kathy serve as co-chairs for the University Sustainability Council (USC) as of Summer 2023 collaborating with an additional co-chair from the academic side, Dr. Emily Ralston- Professor of Ocean Engineering and Marine Sciences. Together, they strive to advance the university's collective sustainability objectives working with the 40 participants and Dr. Linderman as now consultant for the USC.

Full-time equivalent of people employed in the sustainability office(s):
0.0

Does the institution have at least one sustainability officer?:
No

Name and title of each sustainability officer:

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:
Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

Florida Tech's University Sustainability Council (USC) was formed in Fall 2014. Since mid-2020, we have not had a FTE Sustainability Officer and the USC has provided substantial coordination for sustainability activities around the campus. With 35-45 members and ratios of 1/3 students, 1/3 staff, 1/3 faculty, USC members meet to encourage input and ideas from all corners of campus. The USC helps coordinate SUS certification reporting among members and other resources on campus (STARS, Princeton Review Green College) and encourages/facilitates new or strengthened partnerships (e.g., the multi-year purchase of six new solar charging tables by the Student Government Association and installation by Facilities).

Job title of the sustainability officer position:

Job description for the sustainability officer position:

Job description for the sustainability officer position:

In light of changes in the USC council summer of 2023, Kirk and Kathy, serving as Directors within the Facilities Operations Department, have undertaken a pivotal role in fostering progress for the University Sustainability Council. Leveraging their respective job roles and areas of expertise, they are driving sustainability initiatives and providing guidance to the council's 40 members Operationally. This strategic shift has garnered endorsement from the VP of Operations, to whom both employees directly report.

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):

Website URL where information about the institution's sustainability coordination is available:
http://www.fit.edu/sustainability/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information for calendar years 2021, 2022, 2023.
Information from the University Sustainability Council and Facilities Operations.

Sustainability Planning

Score	Responsible Party
3.00 / 4.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research

- Engagement - student, employee, or community engagement for sustainability

- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)

- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan

- Campus master plan or physical campus plan

- Climate action plan

- Diversity and inclusion plan

- Human resources strategic plan

- Strategic plan or equivalent guiding document

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-widestrategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

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 plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:
Yes

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

- In the document Targeting the Top Ten: Strategic Plan 2013-2023, the use of sustainability is directly related to sustainable plans on campus. The first initiative is to foster higher numbers of theses and dissertations in Sustainability of the Environment. The goal is to produce more funded research and more generous stipends and tuition coverage for Ph.D. students in the degree area (pages 26 and 34).
- Florida Tech's B.S. major program in Sustainability Studies expands on our 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 spearhead sustainability initiatives on campus and around the Space Coast.

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:
Yes

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

- In the Student Life section of the Targeting the Top Ten: Strategic Plan (2013-2023), there is a listed goal of working towards a student, staff and faculty gender balance on campus.

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:
Yes

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

  - In the document Targeting the Top Ten: Strategic Plan (2013-2023), the use of sustainability is directly related to operations and planning on campus. An operations objective, found on pp 29 and 36, is to address a focus on campus beautification and safety to maintain campus-wide compliance with the Sustainability Tracking, Assessment & Rating System. An additional initiative mentioned is maintaining Florida Tech as an academic community dedicated to the collaboration between scholars that focuses on instilling greatness in students, excellence in creative thinking, leadership, "environmental sustainability", and global community.
  - The Sustainability Major curriculum plan emphasizes students working with Facilities Operations staff on partnerships to develop campus-wide guidelines and sustainability initiatives to be used in future planning and to be integrated into the future University Sustainability Plan.

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:
Yes

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

  - In the document Targeting the Top Ten: Strategic Plan 2013-2023, the use of sustainability is directly related to diversity and equity via statements such as these: "To increase student and faculty diversity to include U.S. minorities, internationals, as well as gender", "To recruit international students through exchange programs", "To fully implement diversity recruitment and retention plans", "To establish a mentoring program for international faculty" (e.g., pp 35 & 80).

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :
Yes

The institution's highest guiding document (upload):
strategic-plan 2013.pdf

Website URL where the institution's highest guiding document is publicly available:
https://www.fit.edu/sustainability/

Which of the following best describes the inclusion of sustainability in the highest guiding document?:
Minor theme

The institution's sustainability plan (upload):

Website URL where the institution's sustainability plan is publicly available:

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

The formal statement in support of sustainability:

The institution's definition of sustainability:

Is the institution an endorser or signatory of the following?:

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	No
SDG Accord	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

   Academic Year 2022-23
   Data primarily sourced from the 2013-2023 Strategic Plan. Information from Facilities Operations and
   Academic Sustainability Program.

Inclusive and Participatory Governance

Score	Responsible Party
1.88 / 3.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students

- Academic staff (i.e., faculty members)

- Non-academic staff

The bodies 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).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students

- Academic staff (i.e., faculty members)

- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution's decision-making processes. The institution's contributions to and participation in community decision-making processes do not count.

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

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution's formal participatory or shared governance bodies:

Student Government Association - Students, campus wide.
Faculty Senate - Academic Staff, campus wide.
Staff Advisory Committee - Non-academic staff, campus-wide. This committee addresses staff governance and work issues. Relevant accomplishments include: increased vacation accrual rate for non-exempt hourly employees beginning 10 yrs of service, list of daycare centers available to staff, employee sick leave "bank", campus road safety upgrades, and Professional Development programs.

https://www.fit.edu/sac/

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Total number of individuals on the institution's highest governing body:
20.0

Number of students representing their peers as official members of the institution's highest governing body:
0.0

Number of academic staff representing their peers as official members of the institution's highest governing body:
0.0

Number of non-academic staff representing their peers as official members of the institution's highest governing body:
0.0

Number of women serving as official members of the institution's highest governing body:
5.0

Percentage of official members of the highest governing body that are women:
25.0

Website URL where information about the institution's highest governing body may be found:
https://www.fit.edu/about/board-of-trustees/

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:
Yes

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

- Multi-stakeholder community forums are held in January of each year on the legacy of Dr. Martin Luther King. These have been annual since 2019 but were postponed in 2021 and 2022 due to the COVID pandemic. Post-pandemic, the 2023 and 2024 resumption of these annual January forums has been successful. The forums are open to any community member in neighboring cities, the larger Brevard county area, and beyond.
- Community members are invited to these events via web and social media promotion and postings on many outlets by Florida Tech News and Marketing, as well as other partners in the community. There are also news summaries (e.g.,

https://news.fit.edu/alumni/florida-tech-celebrates-martin-luther-king-jr-at-community-event-ja

n-19/

).
- The events have multiple speakers on timely, socially relevant issues. Questions and answers allow direct public input from community members of relevance and potential relevance to institutional decisions that may affect community members (e.g., community relations, shared road safety).
- The university's commitment to listening to these inputs is substantial. Long term Florida Tech leads on this include senior faculty and staff who interact with multiple community leaders via these forums (e.g., Dr. Gordon Patterson, Professor of Arts and Communication, and Nancy Garmer, Assistant Dean of the Evans Library).
- Each year, major public awards for Pioneering and also Bridge Building are presented to leaders in the community bringing outside voices onto campus for staff, faculty and students to learn from. These awards reinforce the importance and community-scale penetration of these forums. These events are free and hosted by the Florida Tech Alumni Association and the Black Student Union at the Gleason Center on the university's main campus.

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:

Website URL where information about the institution's governance structure is available:
https://www.fit.edu/about/organization-chart/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information from spring semester 2024, Part 4 includes CY 2023. Data sourced from the University's web site, the Florida Tech News Site, the Office of the President, and the Academic Sustainability Program.

Reporting Assurance

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the STARS Review Template and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:

   ◦ All required reporting fields, attachments, inventories, and URLs are included;
   ◦ Reported information meets credit criteria and is consistent with required timeframes; AND
   ◦ Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.

4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.

5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.

6. The Liaison or other primary contact uploads:

   ◦ A statement of affirmation from each reviewer, AND
   ◦ The completed STARS Review Template.

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Diversity & Affordability

Points Earned 6.73

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.

Credit	Points
Diversity and Equity Coordination	1.44 / 2.00
Assessing Diversity and Equity	0.25 / 1.00
Support for Underrepresented Groups	1.83 / 3.00
Affordability and Access	3.21 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.44 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights?:
Yes

Does the committee, office and/or officer focus on students, employees, or both?:
Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The SOP/SBA Diversity Committee, sponsored by the School of Psychology, composed of faculty and students. Provides diversity awareness activities to the SOP and the entire campus. Examples for students, staff and faculty include: providing materials for Informational Heritage Month and Leading a Safe Zone Initiative for staff and faculty.
There is also a student led DEI Committee.

Estimated proportion of students that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Most

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Some

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Some

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

For students, staff and faculty the following are some of the examples of activities, training and events that help teach social inclusion and cultural competence
- International Festival and events.
- First year University Experience class taken by all incoming freshmen.
- PDH International Dining Series.
- For students, Cross Cultural Competency training including a formal CCC certificate program. This program includes a large SACS QEP program.

Website URL where information about the institution's diversity and equity office or trainings is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information from Academic Year 2022-23.
Data sourced from the Academic Sustainability Program using the university website.

Assessing Diversity and Equity

Score	Responsible Party
0.25 / 1.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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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:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;

- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR

- 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.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:
Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

The survey is conducted by the Student Government Association and the DEI Council. The survey was hosted on Google Forms, and distributed using the platform Engage, which many students use regularly.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:
Yes

Does the assessment process address student outcomes related to diversity, equity and success?:
No

Does the assessment process address employee outcomes related to diversity and equity?:
No

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

The survey is not publicly shared with the campus community, but departments who wish to access the results for planning have the option of contacting SGA to receive the survey results.

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:
No

A brief description of how the assessment results are shared with the campus community:

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:
No

The diversity and equity assessment report or summary (upload):

Website URL where the diversity and equity assessment report or summary is publicly posted:

Website URL where information about the institution's diversity and equity assessment efforts is available:
https://www.fit.edu/psychology/about-sop/diversity--inclusion/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information for AY 2022-23
Information provided by the SGA, DEI Council, and Academic Sustainability Program. Information processed by Christian Foster and Anya Johnson.

Support for Underrepresented Groups

Score	Responsible Party
1.83 / 3.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

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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, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.

4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.

5. Programs that specifically aim to support and prepare students from underrepresented groups for academic 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 academics.
   ○ Financial and/or other support programs for doctoral and postdoctoral 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:

- The full Non-Discrimination Policy at Florida Institute of Technology ("Florida Tech" or "University") is posted in the url below. Key attributes of the policy include:
"... prohibits students, employees, contractors, volunteers, and visitors (collectively, "community members") from engaging in discrimination and harassment based on any individual's race, color, creed, national or ethnic origin, gender, gender identity or expression, religion, disability, age, sexual orientation, genetic information, marital status, citizenship status, veteran status, and any other legally protected characteristic.
This prohibition applies to all of the University's educational programs and activities—including admissions, as well as all employment actions, including but not limited to recruiting, hiring, promotion, demotion, compensation, and benefits. Florida Tech will investigate all complaints made

under this policy and, if necessary, take action to prevent the recurrence of prohibited discrimination, harassment, or retaliation and remedy its effects.
- The above is included within this link:

https://www.fit.edu/policies/compliance-and-risk-management/nondiscrimination-policy-and-compla

int-procedures/#:~:text=Policy%20of%20Non-discrimination%20Florida%20Institute%20of%20Technolog

y%20%28%22Florida,veteran%20status%2C%20and%20any%20other%20legally%20protected%20characterist

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Additionally:
- Based on the university Equal Opportunity policy. A member of the administration, faculty, or staff that receives a complaint of discrimination or harassment shall immediately forward such complaint to the appropriate University Designated Official listed above.
- Complaints involving sexual harassment and gender discrimination as defined by the Title IX Sexual Harassment Policy shall be addressed exclusively through that policy and process. This policy addresses all other forms of sex-based discrimination, including sex-based harassment that does not rise to the level of Sexual Harassment as defined in the Title IX Sexual Harassment Policy.
- Complaints of disability discrimination, including disability harassment, involving students, employees, or third parties will be processed pursuant to the procedures below, which constitute the College's Section 504 grievance procedures. Complaints of all other forms of discrimination and harassment will also be processed pursuant to the procedures set forth below.
- A complaint may also be filed with the above listed offices against institutional service providers, vendors, and other contractors. In such instances, Florida Tech shall determine, within its discretion, appropriate response and action.
- Complaints involving prohibited discrimination, including harassment or retaliation, against a group or class of individuals, reflecting an apparent pattern and practice of discrimination, shall be investigated and addressed pursuant to these procedures by Florida Tech regardless of whether there is an identified complaintant.

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:
Yes

A brief description of the institution's discrimination response protocol or team:

Our EEO/Discrimination/Harassment team is led by by the university's Title IX Coordinator. The Title IX and Equal Opportunities Office responds to all reports of discrimination and harassment by reaching out to the individual(s) who have experienced or witnessed the bias-motivated incident within 24 hours to offer the following:
- Threat Assessment and Interim Protective Measures:
Conduct an initial meeting to determine if immediate action may be necessary to protect the rights, interests, or safety of the Complainant or if there is significant threat of harm to the health, safety, and welfare of others or to the campus community, and whether interim measures are necessary to alleviate or mitigate that risk. \
- Support Measures:
Offer supportive measures to the victim or witness including but not limited to:
a. Change of class schedule
b. Administrative withdrawal or incomplete
c. Housing accommodations
d. Change in supervision
e. Additional time to make up assignments
f. Modifications to work schedules
g. No Contact Orders
h. Other reasonable measures based on individual(s) needs
- Confidentiality and Additional Resources:

Those affected by bias incidents, acts of discrimination or hate crimes have the option to request confidentiality and the university will work to ensure their identities are kept confidential, more details in the web-posted Non-Discrimination Policy. The university also connects those affected with confidential counseling and other advocate/support/affiliate groups and organizations on and off campus for additional support.
Additional discrimination support information is contained within:

https://www.fit.edu/policies/compliance-and-risk-management/nondiscrimination-policy-and-compla

int-procedures/#:~:text=Policy%20of%20Non-
discrimination%20Florida%20Institute%20of%20Technolog

y%20%28%22Florida,veteran%20status%2C%20and%20any%20other%20legally%20protected%20characterist

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Does the institution have programs specifically designed to recruit students from underrepresented groups?:
Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:
No

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:
No

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

Florida Tech ROTC goes to Title 1 schools to educate and recruit potential students. The Academic Sustainability program also works in a nearby Title 1 middle school in part to show underserved students STEM opportunities they may be unaware of. Florida Tech is an equal opportunity and affirmative action employer. The university actively promotes Equal Opportunity policies and practices conforming to federal, state and local laws against discrimination.

Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:
Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

Over 20 campus organizations geared to underrepresented groups include:
Black in STEM: The Black in STEM Collective seeks to support, uplift, and amplify Black STEM professionals through professional development, career connection, and community engagement.

Black Student Union: The purpose of our organization is to unite the Black American students and faculty on Florida Tech's main campus and highlight Black American culture, past and present.

Brazilian Student Association: The Brazilian Student Association's goals are: Share Brazil's rich cultural diversity and help promoting Internationalization at FIT and in the USA, Provide support for current and prospective Brazilian Students, Collaborate with other organizations to promote social and cultural events, Establish and Strengthen relationships between FIT and Brazilian Universities and play an active role among the International community on campus.

Caribbean Student Association: The Caribbean Students' Association of Florida Tech is an organization comprising of native and generational Caribbean students, as well as those students with a general interest and passion for learning and engaging in Caribbean culture.

Chinese Student Scholarship Association: Chinese Students Association dedicates to supporting all students and scholars from China as well as other international students. At the same time, we would love to escort all friends from the world to explore the profound Chinese culture.

Florida Tech's Mishpacha: A community interested in learning more about Judaism, culture, and giving a space for Jewish students to celebrate and study Torah together.

Indian Student Association: Sanskriti, the Indian Student Association at Florida Tech welcomes you. Sanskriti is one of the largest and most active organizations here at Florida Tech.At ISA, we actively spread and share India's rich cultural heritage. Apart from hosting a range of cultural and sports activities, Sanskriti also takes the initiative to help new students provide guidance and help.ISA helps new students to the best of its ability, right from answering basic questions to providing advice on accommodation and transportation for new students. It is our goal to make every new student feel at home.

It's On Us: It's On Us is dedicated to raising awareness and prevention of sexual assault on campus!

Korean Student Association: Korean Student Association(KSA) is to create an improved environment for Korean students to actively achieve their goal. And we communicate with other people and organizations to introduce Korean culture.

Latin American Student Association: LASA is an organization dedicated to promoting social, intellectual, and cultural activities for Latin American students and scholars. Our goal is to assist all students in transitioning into the university system and encouraging diversity on a new level at Florida Tech by contributing to the awareness of individual uniqueness.

Omani Student Association: The Omani Student Association is an association that brings the Omanis together and represents the Omani student body at Florida Tech by building and strengthening awareness of Omani culture in Melbourne, FL, and promoting the diverse language, culture, and history of Oman through university service by hosting social, culture, and educational events. OSA will encourage friendship, leadership, and culture exchange among students and other clubs and organizations.

Rainbow Alliance: The people of Rainbow Alliance believe that the diversity in the human experience should be celebrated! We look to support, advocate for, and provide programming and education for all those under or supporting the rainbow community: including LGBTQ+, GSRM, and allied students, alumni, staff, and faculty. By creating a welcoming and positive atmosphere for discussion, inclusive to people from all walks of life, we believe that humanity can blossom into something more beautiful.

Saudi Students Union: Saudi Students Union is one of Florida Tech organizations that care about Saudi students in FIT from activities and entertainments perspective. In addition to providing information about the Kingdom of Saudi Arabia to all people around the campus and the community.

Society for Women in Marine Science: SWMS brings together marine scientists of all career levels to discuss the diverse experiences of women in marine science, celebrate the research done by women in the field, and promote the visibility of women in the marine science community.

Society of Hispanic Professional Engineers: SHPE Florida Tech Student Chapter is an organization dedicated to involving engineering students in the professional world. SHPE empowers students to develop and participate in academic, cultural, and service programs within the university. Likewise, SHPE benefits students seeking technical degrees by building connections with industries. Lastly, SHPE can be seen not only as a forum for the exchange of information pertinent to engineering/ science students enrolled at Florida Institute of Technology, but also as a culturally diverse environment where Hispanic culture is promoted.

Society of Women Engineers: SWE is "the world's largest advocate for women in engineering and technology." The Florida Tech chapter of SWE promotes women in STEM and allows members to network, volunteer, and connect with each other.
Our chapter is associated with the Society of Women Engineers Space Coast chapter. We attend WE Local and WE National conferences, which are the largest conferences nationwide for women in engineering. We also offer volunteer opportunities with local organizations and schools to promote engineering and technology fields to future generations.

Women in Aviation: The Space Coast Florida Tech Chapter of Women in Aviation is a group of women and men aviation enthusiasts. We meet every two weeks and plan fun aviation and aerospace events and organize aviation and aerospace professionals to come and speak to the group. Some annual events include field trips to ATC towers and TRACONs, attending air shows, and going to the Kennedy Space Center. Members enjoy fellowship, networking, chances at scholarships, and the opportunity to have some memorable and fun experiences.

Women in STEM Committee: The WiSTEM Committee is designed to promote and support women in basic, applied, and health sciences, technology, engineering, and mathematics at Florida Tech.

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.

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 deductibles

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?:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
Yes

Website URL where information about the institution's support for underrepresented groups is available:
https://www.fit.edu/policies/human-resources-policies/equal-opportunity/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information from AY 22-23. Data sourced from the Florida Tech Non-Discrimination website; Office of Title IX, Dennis Kwarteng, Coordinator; University General Counsel, Ryan Petersen; Human Resources Department; Diversity Committee; Student Life Office; Academic Sustainability Program; and Office of Residence Life. Information processed by April-May Sullins.
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http://www.fit.edu/title-ix/

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https://www.fit.edu/policies/compliance-and-risk-management/nondiscrimination-policy-and-compla

int-procedures/#:~:text=Policy%20of%20Non-
discrimination%20Florida%20Institute%20of%20Technolog

y%20%28%22Florida,veteran%20status%2C%20and%20any%20other%20legally%20protected%20characterist

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Affordability and Access

Score	Responsible Party
3.21 / 4.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

> A. Percentage of need met, on average, for students who were awarded any need-based aid

> B. Percentage of students graduating without student loan debt

> C. Percentage of entering students that are low-income

> D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

Percentage of need met, on average, for students who were awarded any need-based aid :
88.4

Percentage of students graduating without student loan debt:
54.0

Percentage of entering students that are low-income:
35.0

Graduation/success rate for low-income students:
64.0

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

> The university recently implemented the Brevard Boundless Opportunity Grant. Pell-eligible Brevard County Residents who also qualify for the Florida Bright Futures scholarship are guaranteed to have their tuition and fees covered at Florida Tech from a combination of all sources of gift aid.
> For students who file the Free Application for Federal Student Aid (FAFSA) our financial aid awarding process seeks to supplement students' federal and state student financial aid consistent with their federally computed Estimated Family Contribution (EFC) and the current availability of financial aid resources.

A brief description of notable policies or programs to support non-traditional students:

> ---

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

Website URL where information about the institution's accessibility and affordability initiatives is available:

https://www.fit.edu/admission/scholarships--aid/university-scholarships-and-grants/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information sourced by James Almaci, Office of Enrollment Management.
- To meet all the criteria for this credit, OEM began with freshman entering in Fall 2017 and calculated the graduation rate through Spring 2023. This is a 150% cutoff for those students.
- For the question: Percentage of need met, on average: OEM used the most recent CDS survey, question H2.
- For the question: Percentage of students graduating without student loan debt:
OEM used graduating undergrads between 7/1/2022 and 6/30/2023, no loans paid prior to graduation term, excluding Parent loans and private loans that replaced EFC.
- For the question: Percentage of entering students that are loan-income students: coded as FTIC or Transfer on Fall 2022 census file, Pell paid amount > $0.
- For the question: Graduation/success rate for low-income students: Pell eligible Freshman entering Fall 2017 census file, and with graduation status on or before Spring 2023.
Assistance also from Dustin Amos and Angel Pesula, Student Accounting, and CJ Colley, OIR.
Information processed by Academic Sustainability Program.

Investment & Finance

Points Earned 1.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit		Points
Committee on Investor Responsibility	1.00 / 2.00	
Sustainable Investment	0.00 / 4.00	
	This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:	

Total value of the investment pool (US/ Canadian dollars)	Total points available for the credit
$1 billion or more	5
$500 - 999 million	4
Less than $500 million	3

Close

Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
1.00 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution 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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?:
Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Investor responsibility is primarily handled by the Investment Committee of the Board of Trustees at Florida Tech. The mission of the committee is to ensure the responsible investment of university funds to ensure the financial future of the institution, this includes management of the university's reputation. Selection of managers includes questioning on social issues.

Does the CIR include academic staff representation?:
Yes

Does the CIR include non-academic staff representation?:
Yes

Does the CIR include student representation?:
No

Members of the CIR, including affiliations and role:

Investment Committee, Florida Tech
Alan Prestwood, Wells Fargo Advisors (Chair)
Brian Crane, Crane Investments, Raymond James
Steve Freeman, Morgan Stanley
Dr. John Nicklow, Florida Tech (ex officio)
Robert Phebus, Ret. CFO Ford Motor Co. S. Africa
Travis Proctor, Board of Trustees Chair, CEO, Artemis IT, (ex officio)
Michael Scafati, Wells Fargo
Scott Pinkerton, Barron's Advisors (non Board)
Kathleen McDermott Florida Tech (ex officio)

Examples of CIR actions during the previous three years:

- The list of items that the Investment Committee considers when questioning and selecting a manager includes social issues.
- In 2023, "social responsibility" managers included SCS and Atlanta Capital.

Website URL where information about the institution's committee on investor responsibility is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information from 2023 and 2022. Sources: Florida Tech Advancement Office, Investment Comm. membership, and university website.

Data source(s) and notes about the submission:

Information from 2023 and 2022. Sources: Florida Tech Advancement Office, Investment Comm. membership, and university website.

Sustainable Investment

Score	**Responsible Party**
0.00 / 4.00	

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/Canadian dollars)	**Total points available for the credit**
$1 billion or more	5
$500 - 999 million	4
Less than $500 million	3

Close

Criteria

Part 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 (CDFIs) 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 in Part 1.

- Green revolving loan funds that are funded from the endowment.

Part 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 during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.

- 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.

- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).

- 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 Documentation Fields will not be displayed.

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

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

Wellbeing & Work

Points Earned 1.80

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.00 / 3.00
Assessing Employee Satisfaction	0.24 / 1.00
Wellness Program	0.75 / 1.00
Workplace Health and Safety	0.81 / 2.00

Employee Compensation

Score	Responsible Party
0.00 / 3.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for "2 Adults, 2 Children" (which assumes both adults are working) for the community in which the main campus is located.

- A Canadian institution 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),

- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

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

The local living wage (based on a family of four and expressed as an hourly wage):
24.22

Percentage of employees that receive a living wage (benefits excluded):
70.0

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:
Yes

A list or brief description of significant on-site contractors:

National Management Resources (number below is for National only)
Einstein's Bagels (this and the next three contractors primarily use student employees)
Firehouse Subs
Starbucks
Cosmic Creamery

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):
3.64

Total compensation provided to the institution's lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:
None of the above (i.e. the lowest paid regular employee or pay grade earns less than the living wage)

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade:

Lowest paid part-time employee at $12/hour meets 50% of the living wage at $24.22.

Has the institution made a formal commitment to pay a living wage?:
No

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. Florida Tech offers a rich benefit package that includes generous paid time off and tuition benefits for employees and their dependents.

Website URL where information about employee compensation is available:
https://www.fit.edu/policies/human-resources-policies/compensation/compensation/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information from the Florida Institute of Technology departments of Human Resources, Panther Dining, National Management, Facilities, and Procurement. Assistance provided by Karen Hill, Evan Olsen, Julio Sanchez, Cheryl Le Blanc, and Brian Kilcommons.

Assessing Employee Satisfaction

Score	Responsible Party
	Ken Lindeman
0.24 / 1.00	Professor, Sustainability Studies
	Ocean Engineering & Marine Sciences

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 assessed, directly or by representative sample:
24.0

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

An online survey via Qualtrics was emailed to all active employees during the fall semester. Over a two-week period, two reminders are sent to those who had not completed the survey. The survey utilized a unique link to track completion, but no identifying information was collected.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

The employee satisfaction survey has been administered twice (2021 and 2023). The survey will be used for administrative assessment purposes and some items will be used as metrics for Florida Tech's new strategic plan (currently pending Board approval).

Website URL where information about the employee satisfaction and engagement evaluation is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Calendar year 2023, main campus. Data from C.J. Colley, Office of Institutional Resources.

Wellness Program

Score	Responsible Party
0.75 / 1.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

   1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR

   2. Prohibits smoking and tobacco use across the entire campus.

Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit 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 a wellness program that makes counseling, referral, and wellbeing services available to all students?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:
Yes

A brief description of the institution's wellness and/or employee assistance program(s):

A brief description of the institution's wellness and/or employee assistance program(s):
The University's wellness program is funded quarterly by Blue Cross Blue Shield and all funding pays for campus events, activities, and professional development for the benefits team.
The university also has an electronic platform through Strive 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 $350 each per plan year with Strive.
Students are provided wellness and recreational opportunities through Student Life and can access a robust counseling program through Florida Tech's on-site services located at the Student Counseling Center.

https://www.fit.edu/hr/

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:
Yes

Does the institution restrict outdoor smoking?:
Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:
No

A copy of the institution's smoke-free policy:
Smoking_Policy_1.pdf

The institution's smoke-free policy:

In compliance with Florida Clean Indoor Air Act, no indoor smoking and no smoking within 25ft of any entrances.

Website URL where information about the institution's wellness programs is available:
http://www.fit.edu/hr/wellness-calendar-and-events

Additional documentation to support the submission:

Data source(s) and notes about the submission:

- Information from calendar year 2023 from Karen Hill, Human Resources Department.
- Employees Benefits:

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

- Smoking Policy:

https://www.fit.edu/policies/compliance-and-risk-management/smoking-policy/

Workplace Health and Safety

Score	Responsible Party
0.81 / 2.00	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

Does the institution have an occupational health and safety management system (OHSMS)?:
Yes

Does the system use a nationally or internationally recognized standard or guideline?:
No

The nationally or internationally recognized OHSMS standard or guideline used:
OHSAS 18001 Occupational Health and Safety Management standard

A brief description of the key components of the custom OHSMS:

Key components include the following:
1. Policies (adopted by President) – Safety Policy, Safety Training Policy, Risk Assessment Policy
2. Workplace Inspection Program – Performed by EHS personnel to reduce the risk of occupational injuries and illnesses by identifying unsafe and unhealthy conditions and providing the opportunity for such hazards to be abated before injuries or illnesses occur. Periodic facility/site inspections also provide an opportunity to verify compliance with applicable regulations and established workplace safety standards.
3. Laboratory Self Audits – Performed by Laboratory Personnel to identify hazardous conditions and ensure a safe working environment.
4. Multiple Program Areas that include site specific plans to ensure compliance with federal, state, and local standards. Please refer to the EHS website for more details.
a. AED Program
b. Aerial and Scissor Lift Program
c. Animal Research Program
d. Biomedical and Hazardous Waste Program
e. Biosafety Program
f. Chemical Hygiene Program
g. Compressed Gas Program
h. Confined Space Program
i. Contractor Safety Program
j. Controlled Substance Program
k. Electrical Safety Program
l. Environmental Protection Program
m. Ergonomics Program
n. Eyewash and Safety Shower Program
o. Fire Safety Program
p. Food Safety Program
q. Fume Hood Program
r. Hazard Communication Program
s. Hearing Conservation Program
t. Hot Work Program
u. Indoor Air Quality Program
v. Insider Threat Program
w. Workplace Inspection Program
x. Ladder Safety Program
y. Laser Safety Program
z. Lock Out Tag Out Program
aa. Machine Guarding Program

bb. Marine Safety Program
cc. Medical Surveillance Program
dd. PPE Program
ee. Powered Industrial Truck Program
ff. Radiation Safety Program
gg. Respiratory Protection Program
hh. Risk Assessment Program
ii. Shipping Program (DG &HM)
jj. Spill Response Program
kk. Training Program
ll. Vehicle Safety Program
mm. Working Environments Action Plan

Annual number of recordable incidents of work-related injury or ill health:
24.0

Full-time equivalent of employees:
953.0

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:
0.0

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

All work-related injuries or illnesses are tracked with the OSHA 300 Logs. We also use our insurance provider's risk management information system, which helps manage claims and better manage our risk management process.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:
2.5183630640083945

Website URL where information about the occupational health and safety program is available:
https://www.fit.edu/office-of-environmental-health-and-safety/occupational-safety--health/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

- Data is from calendar year 2023 for benefit eligible full-time employees.
- Information is from the offices of Environmental Health & Safety, Human Resources, and Compliance
- Carolyn Jones, Karen Hill, and Christina Lind, respectively.

Innovation & Leadership

Innovation & Leadership

Points Earned 3.50

Points Available 4.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).

- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).

- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).

- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the STARS website. These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
Community Garden	0.50 / 0.50
Food Bank	0.50 / 0.50
Grounds Certification	0.50 / 0.50
Sustainability Projects Fund	0.50 / 0.50
Innovation A	0.50 / 0.50
Innovation B	0.50 / 0.50
Innovation C	0.50 / 0.50

Community Garden

Score	Responsible Party
0.50 / 0.50	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Institution hosts a community garden on institution-owned land that allows local community members to grow their own food.

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

A brief description of the institution's community garden:

- Florida Tech's Ethos Community Garden is run by the student organization dedicated to maintaining it, the Ethos Community Garden Club. The garden is located in the Residence Quad among multiple student dormitories.
- The garden is accessible to all students, staff, faculty, and off-campus community members to grow plants for food or other purposes. Recently, this includes pineapples, aloe, and lemons.
- Users have the option to plant in an empty plot or to rent other plots to grow their own food. The focus of the club is to utilize the garden to its full potential to provide a means for anyone to grow and share plants.
- The Ethos Community Garden Club produces plants and food for the campus community, works with other student and staff organizations on other campus events, and provide organic and other sustainable gardening guidance.

Website URL where information about the community garden is available:
https://www.fit.edu/giving/what-to-support/more-giving-options/ethos-community-garden/

Estimated number of individuals that use the institution's community garden annually:
30.0

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information from Academic Year 2022-23.
Data sourced from the Academic Sustainability Program using the university Ethos Garden website, and Slate Varn, Ethos Community Garden Club.

Food Bank

Score	Responsible Party
0.50 / 0.50	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

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

Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:
Yes

A brief description of the food bank, pantry, or equivalent resource:

- Residence Life holds a food bank every fall semester for students on campus who are unable to return home for Thanksgiving. Student's are encouraged to donate canned goods for those who are unable to return because dining services have limited hours and selection during the break.
- In collaboration with the Second Harvest Food bank, a nonprofit organization that collects, stores, and distributes donated food to the local community, Florida Tech's American Society of Civil Engineers aided in the collection and distribution of 500 pounds of foods from 2022-2023.
- Panther Dining Hall is the center for all food service activity during a hurricane emergency period. Survival bags of snack food and water will be issued during the last meal service before storms for students and staff to stay prepared.

Website URL where information about the food bank is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Academic Year 2022-23.
Sourced from Florida Tech's American Society for Civil Engineers (ASCE) and Panther Dining Hall disaster and evacuation plan. Processed by Academic Sustainability program, April-May Sullins and Christian Foster.

Data source(s) and notes about the submission:

Academic Year 2022-23.
Sourced from Florida Tech's American Society for Civil Engineers (ASCE) and Panther Dining Hall disaster and evacuation plan. Processed by Academic Sustainability program, April-May Sullins and Christian Foster.

Grounds Certification

Score	Responsible Party
0.50 / 0.50	**Kirk Hemphill** Director of Maintenance Facilities Operations

Criteria

Institution owns and/or manages land that is currently certified under one or more of the following programs:

- ArbNet Arboretum Accreditation

- Audubon Cooperative Sanctuary Program (ACSP)

- Bee Campus USA

- Demeter Biodynamic

- Forest Stewardship Council (FSC) Forest Management standard

- International Union for Conservation of Nature (IUCN) Green List Standard

- National Wildlife Federation's Certified Wildlife Habitat Program

- An Organic standard or Participatory Guarantee System (PGS) endorsed by IFOAM

- Salmon-Safe

- Sustainable Sites Initiative (SITES)

- Tree Campus USA (Arbor Day Foundation)

- An equivalent third party certification program for the protection and promotion of biodiversity approved by AASHE.

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

Does the institution own and/or manage land that is currently certified under the following programs? (at least one positive response required):

	Yes or No
ArbNet Arboretum Accreditation	---
Audubon Cooperative Sanctuary Program (ACSP)	---
Bee Campus USA	---
Demeter Biodynamic	---
Forest Stewardship Council (FSC) Forest Management standard	---
International Union for Conservation of Nature (IUCN) Green List Standard	---
National Wildlife Federation's Certified Wildlife Habitat Program	---

	Yes or No
An Organic standard or Participatory Guarantee System (PGS) endorsed by IFOAM	---
Salmon-Safe	---
Sustainable Sites Initiative (SITES)	---
Tree Campus USA (Arbor Day Foundation)	Yes
An equivalent program approved by AASHE	---

A brief description of the institution's third party certified land holdings:

We don't have any third party land holdings.

Documentation affirming the certification(s):

Website URL where information affirming the certification(s) is available:
https://www.arborday.org/programs/tree-campus-higher-education/#recognizedSection

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data sourcced from Facilties

Data source(s) and notes about the submission:
Data sourcced from Facilties

Sustainability Projects Fund

Score	Responsible Party
0.50 / 0.50	**Ken Lindeman** Professor, Sustainability Studies Ocean Engineering & Marine Sciences

Criteria

Institution has a dedicated fund (e.g., a green fund) to support campus sustainability projects.

The fund is ongoing (i.e., not a one-time award or grant) and includes a multi-stakeholder decision-making process to determine which projects receive funding.

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

Name of the institution's sustainability projects fund:
Student Government Association, Sustainability Committee funding activities

Which of the following best describes the primary source of funding for the sustainability projects fund?:
Student fees

Year the institution's sustainability projects fund was established:
2,019.0

A brief description of the institution's sustainability projects fund:

This funding comes from the each-semester student activity fee. The Student Government Association's Sustainability Committee evaluates campus SUS funding needs around campus based on input from students, staff, and faculty. Notably, this fund has enabled the acquisition of 9 solar tables for the campus since its inception.

A brief description of the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

The SGA SUS Committee works with the SGA Student Senate and other sustainability partners around campus (other student organizations, faculty, staff) to assess potential sustainability projects. The Student Senate then proposes, approves, and sends funding recommendations to the Office of Student Life, often coordinating with Facilities on infrastructure projects (e.g., solar tables).

Website URL where information about the sustainability projects fund is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This funding has been in place for all of the last three years. Primary information from Cat Nanney, Dept. of Student Affairs; April-May Sullins, Academic SUS Program; and Abby Zabrodsky, Dept. of Student Life.

Innovation A

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>0.50 / 0.50</td><td>**Ken Lindeman**
Professor, Sustainability Studies
Ocean Engineering & Marine Sciences</td></tr>
</table>

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with
relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:
Leave Green Market

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Some donated goods that are in good condition were kept during the annual Leave Green dormitory move out initiative in Spring 2023 by the organizers, Office of Residence Life.
These materials are repurposed in the Live Green Market: a cost-effective and sustainable option for incoming freshmen or other students to buy these items at more reasonable prices. The recycling of revenue collected from these sales will fund the needs of the Residence Hall Association, creating a self sustaining cycle of environmental and social impact, where the projects not only benefit students who purchase the items, but the broader community.

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :

Additional documentation to support the submission:

Data source(s) and notes about the submission:

   - Information from AY 2022-1023.
   - Information from Jacqueline Heatherington, Residence Life.

Innovation B

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>0.50 / 0.50</td><td>**Ken Lindeman**
Professor, Sustainability Studies
Ocean Engineering & Marine Sciences</td></tr>
</table>

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
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To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with
relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:
Florida Tech Market Day

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Once a month there is a public market day on the Crawford Greens and surrounding area, likely the highest foot traffic area of the entire campus. During these market days, local small businesses, as well as some student organizations set up booths and food trucks to sell food and goods on campus. The event has many sponsors, with WFIT a long-standing organizer. Most vendors focus on locally-sourced produce or other perishable goods such as honey or vegetable oils. There are generally many vegan options provided by the food trucks.

Student organizations like the ETHOS Community Garden club use the opportunity to fundraise by selling plants that they have grown in the garden, and the Student Organization for Sustainability

Action (SOSA) runs a fundraising thrift shop where clothes donated by club members are sold to fund club activities.

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:
https://calendar.fit.edu/event/11875-market-day

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Calendar Year 2023
Information sourced from the FIT website by the Academic Sustainability Program.

Innovation C

Score	Responsible Party
	Ken Lindeman
0.50 / 0.50	Professor, Sustainability Studies
	Ocean Engineering & Marine Sciences

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with
relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:
An ASHRAE Building Energy Audit of the Olin Engineering Complex

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

- This project developed an ASHRAE (American Society of Heating, Refrigeration, and Air-Conditioning Engineers) Level 1 Energy Audit for the Olin Engineering Complex (OEC), one of the largest and most energy-intensive buildings on the Florida Tech campus. The data collected included many physical variables, utility bills, and performance data from the building.
- Using this data and the ASHRAE Building Energy Quotient (Building EQ) portal, an overall energy efficiency score was developed for the building. The ASHRAE Building EQ portal is an online platform that analyzes data inputs, providing a building energy performance score relative to similar buildings in the same climate zone, and assists the Level 1 Audit process and documentation.
- Using the walkthrough and Building EQ findings, Energy Efficiency Measures (EEMs) were

recommended for OEC. These EEMs are presented with specific solutions and payback periods to help inform Best Management Practices (BMPs) to be used by the building managers. By following these BMPs and including EEMs, the energy efficiency of OEC will increase, accompanied by a decrease in overall energy consumption and costs over time.
- EEMs for OEC include: perform a building envelope inspection at least once every three years, upgrade fluorescent luminaires to LED, lower heating and raise cooling temperature set-points to match the comfort range prescribed in Standard 55. These EEMs for OEC will decrease the yearly energy use and also spending on lighting and HVAC operations.

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

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

Additional documentation to support the submission:
Showcase2021_Ebook_SUS_OECAudit.docx

Data source(s) and notes about the submission:

Information from Spring 2021 semester based on the sustainability senior research project of students Kyle Renz and Mile Medearis. The project was outstandingly mentored by John Constantinide, Patrick Space Force Base.