

Allegheny College

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

Education & Research

Co-Curricular Education

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

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

Student Sustainability Educators Program

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

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

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

2103

Program name (1st program) :

Eco-Reps

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program) :

2103

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

Mission: "Through a commitment to peer motivation and the development of an environmentally literate student body, Allegheny College Eco-Reps work to reduce the campus's ecological footprint and inspire responsibility for our community."

Eco-Reps are involved in the organization and implementation of the annual campus-wide Energy Challenge, which encourages electricity consumption reductions through behavioral changes and has resulted in the installation of solar panels funded by the financial savings. Reps also promote waste minimization efforts through the One Less Cup campaign, a reusable takeout container program and the annual Trashion Show. They also pursue a number of other peer education goals including recycling, composting, sustainable res life programs, environmental activism, and regular clothes swaps.

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

Students apply each year and are interviewed and hired by the existing Eco-Reps and the Sustainability Coordinator. An attempt is made to include students of diverse interests, strengths and graduating classes.

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

The Eco-Reps work closely with the Sustainability Coordinator. At the beginning of the year, the Coordinator requires Reps to read resources on social activism, community based social marketing, holding effective meetings, etc. Students are also encouraged to explore the AASHE resource section and other publications and websites and attend events such as CGIU (2 years so far), PowerShift, and regional student activism events.

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

Eco-Reps meet with the Sustainability Coordinator weekly to plan and implement programs. The program is financially supported through a work-study budget and discretionary funds of the sustainability office. Students have also received funding for events and conference attendance from the student government, Dean's Office, and the office of experiential learning.

The website URL for 1st Program :

<http://sites.alleggheny.edu/greengator>

Program name (2nd program) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program) :

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

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

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

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

The website URL for 2nd program :

Program name (3rd program) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program) :

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

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

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

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

The website URL for 3rd program :

Program name (All other programs) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs) :

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

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

The name of the campaign(s) :

Annual Energy Challenge

A brief description of the campaign(s) :

Each year the entire campus community is challenged to reduce electricity consumption through responsible behavior change in the month of October. In each of the past two years, the campus achieved a reduction of 10% and the financial savings associated with this month long reduction was used to fund the installation of a solar array. Many student groups contribute to the month long success of this event through efforts and events such as tabling to have students sign commitments, hosting acoustic open mic nights, hide and go seek in the dark, bonfires, glow bocce, bike-powered smoothie give-aways, etc.

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

10% reduction in electricity consumption during the month long Challenge, followed by a continued 8% reduction in the following months.

The website URL where information about the sustainability outreach campaign(s) is available :

<http://sites.allegheny.edu/greengator/>

Sustainability in New Student Orientation

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

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

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

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

Yes

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

Sustainability is included in new student orientation materials and activities in a number of ways. Students are informed of sustainability efforts and how they can live sustainably in the dorms in the Residence Life Guide given to all freshmen. Sustainability content is also included in the Orientation blog, tweets, and Facebook page. Green tours of campus are offered several times during orientation week. Peer leaders (upperclassmen assistants in each freshmen seminar) and RA's also receive sustainability training which they're encouraged to pass on to their students/residents. Move-in volunteers also offer free CFL's, the Green Gator Guide, and promote recycling of packing materials.

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

<http://sites.allegHENY.edu/orientation/2011/08/17/gators-are-green/>

Sustainability Outreach and Publications

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

Yes

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

The Sustainability Initiatives webpages address our campus commitments, accomplishments, community partnerships, academic opportunities, a student blog of sustainability efforts/events and a Green Gator Guide (

<http://ceed.allegHENY.edu/publications/greengatorguide.pdf>

) to campus sustainability details. A summer revision of these pages will add content, link to more social media resources and offer a new page highlighting innovative student work.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts :

<http://sites.allegheny.edu/green/>

Does the institution have a sustainability newsletter? :

No

A brief description of the sustainability newsletter :

The website URL for the sustainability newsletter :

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

Yes

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

We use our student Green Gator blog to highlight interesting projects, including student research. The Environmental Science department also compiles an online database of senior comprehensive projects, many of which focus on sustainability issues.

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

<http://sites.allegheny.edu/envsci/student-research/>

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

Yes

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

These are not yet installed, but a current class has designed such signage and a current grant project will offer several more.

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

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

Yes

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

Our dining service provider, Parkhurst, offers signage, brochures and a website highlighting their efforts to support sustainable food systems through the FarmSource program and their Green Standards. Additional signage explains our trayless dining program, comprehensive composting program and use of campus grown herbs in board meals.

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

<http://www.diningallegHENY.com/index.php?id=172>

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

Yes

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

These signs are planned for summer installation, as part of a grant implementation, to illuminate our comprehensive composting program and organic turf management efforts.

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

<http://allegHENYSustain.weebly.com/landscaping.html>

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

Yes

A brief description of the sustainability walking map or tour :

Allegheny offers a green tour of campus which includes guided tours by the sustainability coordinator and trained students, a self-guided tour brochure, and an online "tour" of campus sustainability stops.

The website URL of the sustainability walking map or tour :

<http://allegHENYSustain.weebly.com/index.html>

Does the institution have a guide for commuters about how to use alternative methods of transportation? :

Yes

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

All students can ride all local transportation routes, including a student specific loop, for free with their ID cards. Information on routes and the text feature is provided by the student government.

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

<http://asg.allegHENY.edu/home/student-li/the-loop>

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Yes

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

A full page highlights sustainability info in the Guide to Residence Life. Content briefly highlights college commitments, energy consumption, and waste minimization, particularly recycling and composting.

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

<https://allegheny.edu/admissions/incoming/GuidetoResLife0910.pdf>

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

Yes

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat :

There is always regular sustainability content, but this year, one particular student was assigned as reporter on the "sustainability beat". Additional reporters also wrote about sustainability issues and efforts.

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

<http://alleghenycampus.com/>

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

Yes

A brief description of this material :

Gator Green blog: students can submit posts about sustainability initiatives, efforts, events.

The website URL for this material :

<http://sites.allegheny.edu/greengator/>

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

Yes

A brief description of this material :

Green Gator Twitter

The website URL for this material :

<https://twitter.com/#!/alleghenygreen>

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

Yes

A brief description of this material :

Green Gator Facebook

The website URL for this material :

<https://www.facebook.com/pages/The-Green-Gator-at-Allegheny-College/252077571513781>

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

Yes

A brief description of this material :

The Center for Economic and Environmental Development (part of the Civic Engagement Council) has a website and releases annual newsletters highlighting student and community collaborations addressing community sustainability.

The website URL for this material :

<https://www.facebook.com/pages/The-Green-Gator-at-Allegheny-College/252077571513781>

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

Yes

A brief description of this material :

The Admissions department highlights campus sustainability efforts on their pages for prospective students and families.

The website URL for this material :

<http://sites.allegheny.edu/admissions/alleggheny-distinctions/thinking-green-being-green/>

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

The name and a brief description of each student group :

Students for Environmental Action (SEA), recognized this year as the student group that most exemplified outstanding leadership and made positive contributions to the community, helps students to protect the environment through service, activism, and education. Edible Allegheny Campus is committed to edible campus plantings. The group plants and maintains fruit trees and several vegetable and herb gardens and hosts many educational events.

Bicyclists for Equal and Diverse Streets are responsible for the maintenance of the campus bike share program and bike outreach programs.

List up to 4 notable recent activities or accomplishments of student group(s) :

SEA organized an Activism 101 workshop with Bill McKibben, mobilized education and activism efforts about a proposed tire incineration plant, organized the third annual Trashion Show, and contributed to the DeHart Local Foods Dinner.

Edible Allegheny Campus planted and maintains campus fruit trees, hosts gardening workshops in on campus gardens, organizes weekend walks to the farmers market and salsa workshops using campus grown produce.

Bicyclists for Equal and Diverse Streets relaunched the campus bike share program, offers bike hacks to teach bike maintenance to all students, organizes community bike rides, and offers an outreach bike safety and maintenance program weekly to local youth.

List other student groups that address sustainability :

Gators Give Back, Environmental Science Club, I Heart Meadville

The website URL where information about student group(s) is available :

<http://sites.allegheny.edu/studentinvolvement/student-organizations/gator-groups-2/>

Organic Garden

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the garden :

A student experimental garden was established in 1992. Now under the management of Edible Allegheny Campus students are encouraged to experiment and maintain the space. Several other small gardens also exist around campus, including dining hall herb gardens and residential gardens. A research and production garden is also planned to be established this spring/summer in conjunction with a renovation to house the Environmental Science department. Sustainable agriculture courses will be developed in parallel with this garden space.

The website URL where information about the garden is available :

Model Room in a Residence Hall

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

Themed Housing

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

Sustainable Enterprise

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

Sustainability Events

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the event(s) :

The Environmental Science department always has a series of interesting speakers, panels and events targeting students. This year, we organized a No Impact Week and welcomed Colin Beavan to campus. Mollie Katzen came to speak about responsible vegetarian cooking and vital communities. Bill McKibben came to speak about climate change and to lead an activism workshop. We also hosted a community artist, sustainable community consultant, renewable energy community organizer, among others. Our Philosophy Department also organized a sustainability conference for students this semester.

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

<http://sites.allegHENY.edu/conference/year-of-sustainable-communities/>

Outdoors Program

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the program :

Our decades old Outing Club organizes regular outdoor activities, including hiking, backpacking, bouldering, white water rafting, canoing/kayaking, spelunking, etc. "Leave No Trace" principles are a cornerstone of the Outing Club ethic.

The website URL where information about the program is available :

<http://outing.allegheny.edu/>

Themed Semester or Year

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :

Yes

A brief description of the themed semester, year, or first-year experience :

Allegheny College's 2011-12 theme was "Year of Sustainable Communities." This year explored what makes a community sustainable in the richest sense of the word—that is, able to provide good quality of life to those who live and work there, and resilient in the face of challenges. Events of the year explored many facets of quality of life: healthy and delicious food, the arts, economic resilience, and care for the environment. The three previous themes also addressed sustainability issues, including Year of Health, Year of Social Change and Year of Global Citizenship.

The sustainability-related book that was chosen, if applicable :

The website URL where information about the theme is available :

<http://sites.allegheny.edu/conference/year-of-sustainable-communities/>

Curriculum

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
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

Sustainability Course Identification

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

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

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

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

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

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

Has the institution developed a definition of sustainability in the curriculum? :

No

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

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

Yes

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

Multiple majors and minors identify sustainability-focused and -related course offerings ranging from English to Physics to Communication Arts to Philosophy to Art to Economics.

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

No

The website URL where the sustainability course inventory is posted :

Sustainability-Focused Courses

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

86

The total number of courses offered :

970

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

This is simply a sampling:

- *Intro to ES
- *Organismal Physiology and Ecology
- *Conservation Biology
- *Climate Change: Past and Future
- *Writing about the Environment
- *Environmental Politics and Policy
- *Intro to Env Economics
- *Climate Change, Art and Activism
- *Environmental Thought in Modern Europe
- *Energy and Society
- *Environmental Protection and Institutional Change
- *Global Environmental Politics
- *Forest Ecosystems and Management
- *Environmental Health

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

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

28

The total number of courses offered :

970

Number of years covered by the data :

One

A list of sustainability-related courses offered :

A sample:

*Nature and Society

*Plants and Society

*Ecology

*Rhetoric and Civic Engagement

*Hydrogeology

*Values, Ethics and Social Action

*Politics and Third World Development

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

A copy of the sustainability course inventory :

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Sustainability Courses by Department

Criteria

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

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

Sustainability Learning Outcomes

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

The number of graduates covered by the sustainability learning outcomes :

1

Total number of graduates :

1

A list of degree programs that have sustainability learning outcomes :

Unfortunately, at this time, I do not have a count of the number of graduates covered by the sustainability learning outcomes. Due to the liberal arts science requirement, 72% of graduates have taken at least Intro to ES, some out of requirement, some out of choice.

Other degree programs requiring sustainability learning outcomes include:

- *Environmental Science
- *Environmental Studies
- *Art and the Environment
- *Geology
- *Values, Ethics, and Social Action
- *Political Science
- *Economics
- *Biology

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

A copy of the sustainability course inventory :

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

Undergraduate Program in Sustainability

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit? :

Yes

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

Environmental Science

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

<http://sites.alleggheny.edu/envsci/>

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

Environmental Studies

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

<http://sites.alleggheny.edu/envsci/>

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

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

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Graduate Program in Sustainability

Criteria

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

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

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

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

Sustainability Immersive Experience

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

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

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

Yes

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

Allegheny College offers many immersive study abroad opportunities as well as Experiential Learning Seminars (including some focusing on renewable energy or sustainable development and public health) and extensive community partnerships, many of which deal with sustainability issues, through our Bonner, Davies and Alternative Spring Break programs.

One particular sustainability immersive experience is the opportunity to study at the Arava Institute for Environmental Studies on Kibbutz Ketura in Israel. Allegheny students live and study with Israeli, Palestinians, Egyptian, Jordanian and other global students to explore sustainability issues within the context of a region fraught with not only political and religious turmoil, but also a harsh desert environment with sensitive ecosystems and scarce resources, most particularly water. Students learn in the classroom but also in their intense living situation about the complexities of political, cultural, and environmental issues. In addition, students are immersed in an alternative living environment since the Institute is housed on a kibbutz, a unique agricultural collaborative community, which features car-sharing, solar thermal water heating, dual flush toilets, and a utility scale solar installation among other sustainability features.

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

<http://sites.allegheny.edu/offcampus/sponsored/israel/>

Sustainability Literacy Assessment

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment? :

No

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort? :

A copy of the questions included in the sustainability literacy assessment :

A copy of the questions included in the sustainability literacy assessment :

A brief description of how the assessment was developed :

not conducted

A brief description of how the assessment was administered :

not conducted

A brief summary of results from the assessment :

not conducted

The website URL where information about the literacy assessment is available :

Incentives for Developing Sustainability Courses

Criteria

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

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

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

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

Research

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

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Faculty Engaged in Sustainability Research

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution's faculty members conduct research on sustainability topics.

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

Submission Note:

A definite number of faculty involved in research at this time is not available, nor do I think it's something that our institution quantifies. We're not formally a research institution but our faculty tend to have personal research projects they pursue over the years and incorporate students into the process. In 2011, we had 186 full-time faculty.

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

The number of faculty members engaged in sustainability research :

15

The total number of faculty members engaged in research :

186

Names and department affiliations of faculty engaged in sustainability research :

ES:

*Terry Bensel

*Rich Bowden

*Kate Darby

*TJ Eatmon

*Mark Neff

*Eric Pallant

*Jim Palmer

*Caryl Waggett

*Kristin Wilson

*Scott Wissinger

PoliSci:

*Michael Maniates

Econ:

*Don Goldstein

Geo:

*Rachel O'Brien

Art:

*Amara Geffen

CommArts:

*Michael Mehler

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

A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research :

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations :

Rich Bowden, EnvSci: Rich is involved in very successful ongoing work to promote the use of alternative fuels in our local community. He successfully assisted the local government in starting a biodiesel program (using campus waste fryer oil) and is currently assisting a local company in research to support their development of switchgrass as a pelletized biomass fuel.

Amara Geffen, Art: Amara explore the convergence of art, community and environment in public works of art in the Meadville community. Recent work includes the daylighting of a downtown stream in conjunction with art and the creation of a public space; education and art installations at a public park with a dam; and collaboration with the local Dept of Transportation to create the art installation Signs and Flowers/Read Between the Signs, in which old road signs are recycled into sculptural murals and displayed along the main thoroughfare.

TJ Eatmon, EnvSci: TJ has completed extensive research in the area of aquaponics resulting in the installation of many systems on campus and in the Meadville area as well as in the primary school systems.

Michael Mehler, CommArts: Michael is engaged in an exploration of how to green the theatre both on the Allegheny Campus and as part of the greater national movement to advance sustainability in higher education theatres as well as Broadway and beyond.

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

The total number of academic departments that conduct research :

20

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

6

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

EnvSci
PoliSci
Geology
Art
Communication Arts
Economics

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :

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

Sustainability Research Incentives

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

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

Interdisciplinary Research in Tenure and Promotion

Criteria

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

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

Operations

Buildings

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
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

Total building space that meets "Eligible Buildings Criteria" :

1415020 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

Campus Sustainability Data Collector | AASHE | Sierra Magazine

0 Square Feet

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

An electronic copy of the guidelines or policies :

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

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

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M :

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies :

Building Design and Construction

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

and/or

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

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

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

New building space that meets "Eligible Buildings Criteria" :

134052 *Square Feet*

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

0 *Square Feet*

New building space that is LEED Certified :

45000 *Square Feet*

New building space that is LEED Silver certified :

0 *Square Feet*

New building space that is LEED Gold certified :

75000 *Square Feet*

New building space that is LEED Platinum certified :

0 Square Feet

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

An electronic copy of the guidelines or policies :

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

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

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems :

North Village Phase I

North Village Phase II

Currently undergoing renovation and seeking LEED certification but not included in above numbers is Carr Hall.

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified :

454 House

Indoor Air Quality

Criteria

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

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

Climate

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

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

<http://rs.acupcc.org/>

Does the inventory include all Scope 1 and 2 emissions? :

Yes

Does the inventory include emissions from air travel? :

No

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

No

Does the inventory include embodied emissions from other purchased products? :

No

Does the inventory include emissions from solid waste disposal? :

Yes

Does the inventory include another Scope 3 emissions source not covered above? :

Yes

If yes, please specify :

paper

Does the inventory include a second Scope 3 emissions source not covered above? :

If yes, please specify :

Does the inventory include a third Scope 3 emissions source not covered above? :

If yes, please specify :

Does the inventory include a fourth Scope 3 emissions source not covered above? :

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

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

Scope 1 and 2 gross GHG emissions, 2005 :

14152 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005 :

0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005 :

836 Metric Tons of CO2 Equivalent

On-campus residents, 2005 :

1462

Non-residential/commuter full-time students, faculty, and staff members, 2005 :

851

Non-residential/commuter part-time students, faculty, and staff members, 2005 :

124

Scope 1 and 2 gross GHG emissions, performance year :

14540 *Metric Tons of CO2 Equivalent*

Off-site, institution-catalyzed offsets generated, performance year :

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

1149 *Metric Tons of CO2 Equivalent*

List the start and end dates of the GHG emissions performance year :

07/01/2009-06/30/2010

On-campus residents, performance year :

1625

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

895

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

116

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year) :

07/01/2009-06/30/2010

Air Travel Emissions

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

Does the institution have policies and/or programs in place to reduce emissions from air travel? :

No

A brief description of the policies and/or programs :

nor formal policy exists

The website URL where information about the policies and/or programs is available :

Local Offsets Program

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community? :

No

A brief description of the program :

no formal program exists

The website URL where information about the program is available :

Dining Services

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

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

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Food and Beverage Purchasing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

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

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

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

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

40

A brief description of the sustainable food and beverage purchasing program :

Parkhurst Dining Services sources at least 30% of their food from local growers/produces. Parkhurst also uses herbs from campus gardens, hosts an annual DeHart Local Foods Dinner, offers Monterey Bay Aquarium seafood watch seafood, fair trade coffee, tea and chocolates.

<http://www.parkhursteventcatering.com/local.aspx>

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

<http://www.diningalleghey.com/index.php?id=159>

Trayless Dining

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

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the vegan dining program :

At least one highlighted complete vegan entrée is available daily, however many other options are standard at the sandwich/wrap bar as well as the salad bar.

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

Trans-Fats

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

Guidelines for Franchisees

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

Pre-Consumer Food Waste Composting

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

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

All pre-consumer food waste is collected and composted in our in-vessel digester on campus.

The overall percentage of meals for which pre-consumer scraps are composted :

100

The percentage of meal plan meals for which pre-consumer scraps are composted :

100

The percentage of retail facility meals for which pre-consumer scraps are composted :

100

The percentage of conference meals for which pre-consumer scraps are composted :

100

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

<http://sites.allegHENY.edu/green/campus-accomplishments/>

PostConsumer Food Waste Composting

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

Does the institution have a postconsumer food waste composting program? :

Yes

A brief description of the postconsumer food waste composting program :

Both dining halls collect postconsumer food waste and compost in our in-vessel digester on campus.

The percentage of overall meals for which postconsumer composting is available :

100

The percentage of meal plan meals for which postconsumer composting is available :

100

The percentage of retail facilities for which postconsumer composting is available :

100

The percentage of conference meals for which postconsumer composting is available :

30

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

Food Donation

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

Recycled Content Napkins

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

Reusable Container Discounts

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

Reusable To-Go Containers

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

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005 :

201357 MMBtu

Building space, 2005 :

1169663 Gross Square Feet

Total building energy consumption, performance year :

210841 MMBtu

Building space, performance year :

1409720 Gross Square Feet

List the start and end dates of the energy consumption performance year :

07/01/2009-06/31/2010

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

0 MMBtu

Option 2: Non-electric renewable energy generated :

0 MMBtu

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

0 MMBtu

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

63444 MMBtu

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

0 MMBtu

Total energy consumed during the performance year :

217084 MMBtu

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

We have two small solar arrays. One is a two panel array for which we retain the RECs but have not officially tracked. The other is a six panel array for which we do not retain the RECs.

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

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

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

including contract timeframes :

In January 2011, we commenced a three year contract to purchase 100% of our electricity with green-e certified wind generated RECs.

A brief description of cogeneration technologies deployed :

The website URL where information about the institution's renewable energy sources is available :

Timers for Temperature Control

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

Lighting Sensors

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the technology used :

North Village Phase I, North Village Phase II, 454 House, Physical Plant, and Carr Hall all use motion sensors. North Village Phase II also uses light sensors.

The percentage of building space with lighting sensors :

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

LED Lighting

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the technology used :

We use LED outdoor lighting in Senior Circle. Carr Hall uses LED lighting throughout the building.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features) :

70

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

Vending Machine Sensors

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

Energy Management System

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the management system :

With very few exceptions, all campus buildings have been added to our building automation system. Siemen's and Johnson Control hardware and software allow our HVAC specialist to manage energy consumption remotely.

The percentage of building space monitored with a centralized energy management system :

85

A description of what systems are shut down during unoccupied periods :

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

Energy Metering

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the metering system :

25 of our buildings have an electric submeter which reports data hourly. We also track natural gas consumption through separate meters. Carr Hall will have a Lucid dashboard tracking electricity, natural gas, rainwater capture, solar power production, etc.

The percentage of building space with energy metering :

80

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

Grounds

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

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Criteria

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

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

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

Native Plants

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

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

An informal policy prioritizes the use of native plants and other low maintenance species so watering and care is kept to a minimum. Carr Hall's landscaping will feature all native species in the outdoor landscaping.

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

Wildlife Habitat

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

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

Allegheny College owns Bousson, a 283 acre tract of woodlands, ponds, streams, and wetlands. Bousson is maintained in its natural state, and forbids hunting, as an environmental research reserve. Allegheny also follows a sustainable forestry program in the over 100 wooded acres of the Robertson Sports Complex. Several ravines on our campus also are left natural and are home to significant wildlife.

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

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

No

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

While we've been investigating 1) arboretum status, 2) public garden status, and 3) Tree Campus USA status, we have not yet applied for recognition.

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

Snow and Ice Removal

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

Landscape Waste Composting

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

Purchasing

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
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

<http://sites.allegHENY.edu/computingservices/about/supporting-sustainability-initiatives/>

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

In purchasing new technology the environment impact is part of the purchasing decision.

Energy Star and EPEAT ratings are a priority in purchasing decisions.

Computers are purchased in bulk when possible to limit environmental impact of delivery.

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

No

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

Total expenditures on desktop and laptop computers and monitors :

Cleaning Products Purchasing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

Submission Note:

Our specific green cleaning policy and purchasing guidelines is available in a file format, not an online statement.

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

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

Yes

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

<http://www.diverse.com/sustainability>

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

The sustainability coordinator continues to work with the housekeeping contract to evolve a comprehensive green cleaning program. At last check, over 50% of cleaning product expenditures were for GreenSeal or equivalent products.

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

No

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

Total expenditures on cleaning products :

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

Office Paper Purchasing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

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

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

No

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

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

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

No

Expenditures on 10-29 percent recycled-content office paper :

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

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

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

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

Total expenditures on office paper :

Vendor Code of Conduct

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

No

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

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

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

no formal policy exists

Historically Underutilized Businesses

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

Local Businesses

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

Transportation

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
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

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

1

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

0

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

0

100 percent electric vehicles in the institution’s fleet :

0

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG) :

0

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

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

36

Student Commute Modal Split

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

Only 15% of our students (including part-timers) do not live on our small, very walkable campus. The vast majority of these off-campus students live in apartments in close proximity, and most walk to and from classes. Only 30% of students bring a car to campus at all and most do not use them to get to and from classes since the campus is compact and very walkable.

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

The percentage (0-100) of institution's students who use more sustainable commuting options :

90

The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :

10

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

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

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

The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation :

The website URL where information about alternative transportation is available :

Employee Commute Modal Split

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options :

15

The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :

85

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

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

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

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation :

The website URL where information about alternative transportation is available :

Bicycle Sharing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

"---" 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? :

Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :

Currently 10 bikes are available with plans to expand the program for the next academic year. Students can check bikes out through the library. The program was recently revived so participation levels are not yet available.

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

Facilities for Bicyclists

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the facilities :

North Village Phase I and II both have indoor bike storage. Faculty and staff can use the Wise Center showers and lockers after bike-commuting.

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

Bicycle and Pedestrian Plan

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

Has the institution developed a bicycle plan? :

No

A brief description of the plan :

There is no formal bicycle plan, but the college has closed several roads through campus to promote pedestrian and bicycle use. Work is underway to add bicycle racks and students are currently working with the city government to add bike lanes to connect the campus and downtown.

The website URL where information about the plan is available :

Mass Transit Programs

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :

Our campus is small so a shuttle is unnecessary for moving around campus. We do have an agreement with the city's bus system to allow all Alleghenians to ride the routes for free. One evening route was created to serve the specific time and stop needs of students. In addition, a GPS/text feature allows students to remotely determine the progress of the bus in its route.

The website URL where information about the program is available :

Condensed Work Week

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit. :

No

A brief description of the program :

No program at this time.

The website URL where information about the program is available :

Telecommuting

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

Does the institution offer a telecommute program for employees? :

No

A brief description of the program :

There is no formal program, however there is a small handful of employees who live outside the Meadville area and work remotely.

The website URL where information about the program is available :

Carpool/Vanpool Matching

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

Does the institution participate in a carpool/vanpool matching program? :

No

A brief description of the program :

no program exists

The website URL where information about the program is available :

Cash-out of Parking

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

:

No

A brief description of the program :

no program exists

The website URL where information about the program is available :

Carpool Discount

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

No

A brief description of the program :

no program exists

The website URL where information about the program is available :

Local Housing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

No

A brief description of the incentives or programs :

no program exists

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

Prohibiting Idling

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

Has the institution adopted a policy prohibiting idling? :

No

A brief description of the policy :

no policy exists

The website URL where information about the policy is available :

Car Sharing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

No

A brief description of the program :

no program exists

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

Waste

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
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

Submission Note:

Accurate recycling and landfill weights are not entirely reliable, due to our provider's inability to report. However 2010 Recyclemania figures determined we recycle 32%, compost 15%, and landfill 53% of our waste.

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

Weight of materials recycled, 2005 baseline year :

1 Tons

Weight of materials composted, 2005 baseline year :

90 Tons

Weight of materials disposed as garbage, 2005 baseline year :

755 Tons

Weight of materials recycled, performance year :

414 Tons

Weight of materials composted, performance year :

90 Tons

Weight of materials disposed as garbage, performance year :

790 Tons

List the start and end dates of the waste reduction performance year :

07/01/2010-06/30/2011

On-campus residents, 2005 :

1462

Non-residential/commuter full-time students, faculty, and staff members, 2005 :

851

Non-residential/commuter part-time students, faculty, and staff members, 2005 :

124

On-campus residents, performance year :

1829

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

717

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

116

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year) :

07/01/2010-06/30/2011

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste :

Yes

A brief description of the plan of action to achieve waste reduction goals :

The goal has not yet been formally written, but many efforts are underway. Trayless dining has already been implemented, a reusable takeout program will launch in the fall, a robust "One Less Cup" program continues to grow (bolstered by student education work and dining hall incentives), water bottle refill stations are planned, students are pursuing a bottled water ban, a printing quota is in place, and other efforts are in progress and planned for the near future.

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

Waste Diversion

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

1400 Tons

Materials disposed in a solid waste landfill or incinerator :

1000 Tons

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

The numbers above are not entirely accurate due to the inability of our waste hauler to report landfill data in weight. Instead the landfilled waste figure is based on volume. The diverted waste tonnage is based on estimated recycling weights, actual compost weights, and actual construction waste recycling weights. Not included in the diverted tonnage is the weight of furniture and clothing collected at the end of every year. Factors contributing to the diversion rate include a comprehensive composting program, very accessible recycling program, Eco-Rep education efforts, a construction recycling waste policy, regular clothes swaps, and the annual Gators Give Back resale.

Construction and Demolition Waste Diversion

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

264.66 Tons

Amount of construction and demolition materials landfilled or incinerated :

0.77 Tons

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

These figures are from our most recently completed construction project and represent similar figures from a previous project, as well as a current project. Contractors are required to maximize construction waste recycling.

Electronic Waste Recycling Program

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Yes

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

All institutional electronics are recycled through ECS&R, a local company. Their certifications and chain of custody are available.

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

Computer monitors and harddrives as well as other electronics are stockpiled and then recycled in bulk at least once annually.

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

This program is less formal, but students are encouraged to place small electronics (especially cell phones), ink cartridges and batteries in centrally located collection boxes which are recycled through vetted services.

The website URL where information about the e-waste recycling program is available :

Hazardous Waste Management

Criteria

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

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

Materials Exchange

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

Limiting Printing

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

Materials Online

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

Chemical Reuse Inventory

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

Move-In Waste Reduction

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the program :

Move-in volunteers are instructed to help new students and families find and utilize recycling stations minimize landfilled waste.

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the program :

Students coordinate Gators Give Back, a concerted effort to collect clothing, electronics, furniture, etc before and during move-out. Collected materials are then sold rummage-sale-style at a community sale and proceeds are donated to Project Chacocente, which benefits families currently making a living through garbage picking in Nicaragua.

The website URL where information about the program is available :

<http://sites.allegheny.edu/news/2011/04/22/%E2%80%9Cgators-give-back%E2%80%9D-to-hold-annual-rummage-sale/>

Water

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

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

Total water consumption includes both potable and non-potable water.

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

Water consumption, 2005 baseline year :

23202960 Gallons

Water consumption, performance year :

31484838 Gallons

List the start and end dates of the water consumption performance year :

07/01/2010-06/30/2011

On-campus residents, 2005 :

1462

Non-residential/commuter full-time students, faculty, and staff members, 2005 :

851

Non-residential/commuter part-time students, faculty, and staff members, 2005 :

124

On-campus residents, performance year :

1829

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

717

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

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :

07/01/2010-06/30/2011

Indication of whether institution has a stated commitment to water use reduction goals :

No

A brief description of the plan of action to achieve water use reduction goals :

No formal plan exists but there are reduction efforts

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

Stormwater Management

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

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

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

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

Part 2

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

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

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

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

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

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes

A brief description of the institution's stormwater management initiatives :

New constructions have included porous paved solutions, rain gardens, rainwater catchment and a green roof. Rain gardens and runoff trenches have been used at other areas around campus.

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

Does the institution have a living or vegetated roof? :

Yes

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

Laura's Green Roof Terrace atop the Vukovich Center for the Communication Arts is planted with grasses, sedums, trees and other species.

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

We have a geo-web parking lot and a small lot with porous paving stones.

Does the institution have retention ponds? :

No

A brief description of the institution's retention ponds :

Does the institution have stone swales? :

Yes

A brief description of the institution's stone swales :

A stone infiltration trench captures and filters rainwater from the Oddfellows parking lot.

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Rain gardens capture and filter stormwater from the Caflisch parking lot, 454 House roof, Walker Hall roof, and Gator Green Living Community roof.

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

Yes

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

Rainwater is captured and stored on Carr Hall and used to water indoor landscaping and a green wall.

Rain barrels capture rainwater and are used to water campus gardens.

Waterless Urinals

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

Building Water Metering

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

A brief description of the water metering employed :

All buildings are separately metered by the utility so we know the consumption of each building and can target problem areas. However real-time data is not available for any buildings.

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

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

Yes

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

Rainwater is captured and stored on Carr Hall and used to water indoor landscaping and a green wall.
Rain barrels capture rainwater and are used to water campus gardens.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources :

The percentage of building space using water from recovered, reclaimed or untreated sources :

The percentage of water used in utility plants from recovered, reclaimed or untreated sources :

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

Xeriscaping

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

Weather-Informed Irrigation

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

Planning, Administration & Engagement

Coordination and Planning

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

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee? :

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The Sustainability Coordinating Committee gathers campus stakeholders and seeks to tackle several sustainability tasks annually.

Members of the committee, including affiliations :

Sustainability Coordinator of college
Student Government Sustainability Director and committee
Students for Environmental Action representative
Eco-Reps representative
Fair Trade Allegheny representative
Environmental Science department representative
Vice President of Finance & Planning
Director of Physical Plant
Dining Service Directors
Residence Life representatives
various other stakeholders

The website URL where information about the sustainability committee is available :

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

A sustainability coordinator position was created and filled in 2008. The coordinator reports to Finance & Planning but is housed in the Physical Plant. The coordinator works extensively with students, faculty, administrators and other staff.

The number of people employed in the sustainability office :

1

The website URL where information about the sustainability office is available :

<http://sites.alleggheny.edu/green>

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

kelly Boulton

Sustainability coordinator's position title :

sustainability coordinator

A brief description of the sustainability coordinator's position :

The sustainability coordinator is responsible for the college's climate neutrality goals overall. To this end, she collaborates and mentors student groups; partners with faculty to incorporate sustainability into the curriculum; works with the Physical Plant to add sustainability to purchasing policies, contracts, the comprehensive maintenance plan; collaborates with administrators to incorporate sustainability into the strategic plan and institutional policies; works with contracted services to improve sustainable operations; and coordinates the many details of media, national organization memberships, utility bill processing and record-keeping among other tasks.

The website URL where information about the sustainability coordinator is available :

Strategic Plan

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted :

2010

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :

"Complete our commitment to the President's Climate Commitment Allegheny is fortunate to be located in a region with abundant natural resources. As a charter signatory of the American College & University Presidents Climate Commitment, we affirm our commitment to implementing a climate action plan to strategically reduce our environmental impact and realize the economic benefits of improved operational efficiencies"

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :

While the specifics of the institution's sustainability commitment is not explicitly spelled out in the strategic plan, subsequent plans to lay out our actions have included social dimensions.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :

Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :

"reduce our environmental impact and realize the economic benefits of improved operational efficiencies"

The website URL where information about the strategic plan is available :

<http://sitesmedia.s3.amazonaws.com/president/files/2011/09/2010-Strategic-Plan-forprint.pdf>

Physical Campus Plan

Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

Sustainability Plan

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

Submission Note:

The original 2009 version is available at the above URL, however, subsequent versions of the evolving plan are not yet posted publicly. This is a goal for the coming months.

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

Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan :

While developing the Climate Action Plan, which includes discussions of curriculum, community outreach, responsible investment, etc., stakeholders were consulted in their areas of expertise. The document as a whole was reviewed by a diverse number of individuals and groups and, as a living document, it has evolved to reflect continued feedback.

A brief description of the plan's measurable goals :

Overall, the plan states a goal of climate neutrality by the year 2020. Other measurable goals include waste minimization, community partnerships, curriculum development, experiential living and responsible investment.

A brief description of how progress in meeting the plan's goals is measured :

So far, greenhouse gas inventories have offered the most quantitative reflection of progress. The measurement of other goals continues to be developed and is a priority in the coming months.

The website URL where more information about the sustainability plan is available :

<http://rs.acupcc.org/>

The year the plan was developed or last updated :

2012

Climate Action Plan

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

A brief summary of the climate plan's long-term goals :

climate neutrality by the year 2020 emphasizing efficiency and behavioral change first, followed by carbon offsets

A brief summary of the climate plan's short-term goals :

These goals are under revision this summer due to a new financing plan to dedicate half a million dollars to efficiency retrofits annually over the next 8 years.

Year the climate plan was formally adopted or approved :

2009

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :

Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :

1,2,3

The reduction level (percentage) institution has committed to :

100

The baseline year the institution used in its GHG emissions commitment :

July 1, 2006

The baseline emissions level institution used in its GHG emissions commitment :

19490

The target year the institution specified in its GHG emissions commitment :

July 1, 2020

The website URL where information about the climate plan is available :

<http://rs.acupcc.org/>

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Measuring Campus Diversity Culture

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Support Programs for Underrepresented Groups

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Support Programs for Future Faculty

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Affordability and Access Programs

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Gender Neutral Housing

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

Employee Training Opportunities

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

Student Training Opportunities

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

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

Employee Satisfaction Evaluation

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Staff Professional Development in Sustainability

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Sustainability in New Employee Orientation

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Employee Sustainability Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Childcare

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

Employee Wellness Program

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

Socially Responsible Retirement Plan

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?

:
No

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns :

unstated

Members of the CIR, including affiliations :

none

Recent examples (within the past 3 years) of CIR actions :

The website URL where information about the committee is available :

Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Positive Sustainability Investments

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Total value of the investment pool :

178452575 US/Canadian \$

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

1 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances :

1 US/Canadian \$

Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

1 US/Canadian \$

Value of holdings in community development financial institutions (CDFIs) :

1 US/Canadian \$

Value of holdings in socially responsible mutual funds with positive screens :

A brief description of the companies, funds, and/or institutions referenced above :

Total value of the investment pool includes the endowment plus our other investments like trusts, annuities. Due to the relatively small nature of our endowment and investments, nearly all of the College's investments are made through commingled vehicles in which proxy voting is the responsibility of the single fund manager. Therefore it is unfortunately not possible to break out the particular dollar investment in different fields such as renewable or sustainable funds. However, the manager has written instructions from the college investment committee to maximize the "benefit provided to society when its portfolio companies act in a responsible manner as corporate stewards in the area of environmental, social, and ethical matters."

The website URL where information about the institution's sustainability investment activities is available :

Student-Managed Sustainable Investment Fund

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

Sustainable Investment Policy

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :

Yes

A brief description of the sustainable investment policy :

The College's sole fund manager is instructed to maximize the "benefit provided to society when its portfolio companies act in a responsible manner as corporate stewards in the area of environmental, social, and ethical matters."

The website URL where information about the policy is available :

Investment Disclosure

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Submission Note:

The College typically invests through commingled accounts without the ability to vote proxies. When investing in separate accounts, the College generally delegates proxy voting responsibilities to the manager while expressing support for corporate sustainability in the Investment Guidelines. For all accounts, manager's proxy voting policies are monitored annually to make certain they remain in line with the College's expectations.

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :

Yes

A brief description of the institution's investment disclosure practices :

Votes cast on proxy resolutions on a company-specific level and asset allocations are available to all members of the school community including faculty, staff, students, trustees and alumni, as well as the public at the Financial Services office. Information about all endowment holdings are available to all members of the school community, including faculty, staff, students, trustees and alumni at the Financial Services office.

The website URL where information about investment disclosure available :

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Criteria

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

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

Inter-Campus Collaboration on Sustainability

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community? :

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions :

Just this year, the sustainability coordinator has presented:

- *Campus Wide Energy Challenge: Success through Unique Strategies and Diverse Collaborations @ AASHE 2011
 - *Integrated Sustainability Financing @ ACUPCC Fall Regional Collaborative Symposium 2011
 - *A Useful Education: Sustainability in Admissions, Retention, and Educational Value @ Second Nature Campus Sustainability Day 2011 webcast
 - *Campus Conversations @ Second Nature Campus Sustainability Day 2011 interactive Q&A
 - *Deep Infrastructure Sustainability at Allegheny College @ PERC (PA Env Resource Consortium) 2011
 - *Campus Food Waste: Fueling City Vehicles and Greening the Campus Lawn @ NESC (NE Sustainability Consortium)
 - *Greening the Campus: The Economic Advantages of Research and Dialogue @ World Symposium on Sustainable Development at Universities 2012, A Parallel Event to the UN Conference on Sustainable Development (Rio+20)
- Many other faculty and student work has also been shared nationally but this list would get too long.

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

ACUPCC
AASHE
USGBC
PERC
NESC
NW PA Sustainability Coordinators

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

The GLCA (Great Lakes College Association) has been getting together regularly to discuss sustainability initiatives and Allegheny has participated in these conversations and efforts.

Allegheny is also collaborating with AICUP (Association of Independent Colleges and Universities of Pennsylvania) in its new Energy Management Collaborative.

Allegheny also participates in the DOE's Better Buildings Challenge in which several other campuses also participate. We anticipate this will become another opportunity to share ideas and advance sustainability.

Finally, the sustainability coordinators of the handful of colleges in northwestern PA get together regularly to talk about current projects, share contacts, ask advice, share challenges and successful techniques. This has proved to be a really effective way to share knowledge and has fostered several quick project executions. Through this collective, three campuses jointly developed and participated in a No Impact Week this past fall.

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

Sustainability in Continuing Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Community Service Participation

Criteria

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

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

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

Community Service Hours

Criteria

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

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

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

Sustainability Policy Advocacy

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

Graduation Pledge

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

Community Service on Transcripts

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

Farmers' Market

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

A brief description of the innovative policy, practice, program, or outcome :

Perhaps Allegheny's greatest innovation is our recent accomplishments in integrating sustainability into the very fabric of the institution. Students are key stakeholders and often drive campus changes through the practical research they complete in classes and independent studies. Students and faculty share research and dialogue with the Physical Plant and administrators and real progress results. For example, student research facilitated the construction of our first LEED Certified building and subsequently the adoption of green materials and processes for Physical Plant daily operations. The convergence of top-down leadership and bottom-up research and support has resulted in the recent budgeting of half a million dollars annually, from now to 2020, specifically for efficiency retrofits.

A letter of affirmation from an individual with relevant expertise :

Rio final 04.25.12.doc

The website URL where information about the innovation is available :

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

A brief description of the innovative policy, practice, program, or outcome :

The recent renovation of Carr Hall as the new home for the Environmental Science Department is expected to be LEED Gold certified. In addition, the renovation is innovative due to its emphasis on incorporating sustainable features into the design in a way that allows them to be used as teaching tools. The building will include a living wall, aquaponics system, indoor edible landscaping, sustainable materials (such as pressed agricultural fibers, paperstone, marmoleum, etc), a solar array, building dashboard system, daylighting (via solartubes throughout), LED lighting, and a production/teaching garden.

A letter of affirmation from an individual with relevant expertise :

[Carr Hall Showcase form.docx](#)

The website URL where information about the innovation is available :

<http://www4.eere.energy.gov/challenge/partners/better-buildings/allegheeny-college>

Innovation 3

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
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- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 4

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
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- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Food Education

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

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

Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Seafood Purchases

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Dishware

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Energy Initiatives

Criteria

Institution provides details about its energy initiatives.

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

Energy Use by Type

Criteria

Institution reports its energy use by type.

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

Procurement

Criteria

Institution provides details about its procurement efforts.

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

Bike Sharing

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

Water Initiatives

Criteria

Institution provides details about its water initiatives.

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

Endowment

Criteria

Institution provides details about its endowment.

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

Sustainability Staffing

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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