



Pennsylvania State University

The following information was submitted through the [STARS Reporting Tool](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

Date Submitted: June 1, 2012

STARS Version: 1.2

Table of Contents

Education & Research	3
Co-Curricular Education	3
Curriculum	25
Research	45
Operations	55
Buildings	55
Climate	62
Dining Services	69
Energy	84
Grounds	95
Purchasing	105
Transportation	116
Waste	136
Water	153
Planning, Administration & Engagement	165
Coordination and Planning	165
Diversity and Affordability	178
Human Resources	213
Investment	226
Public Engagement	236
Innovation	251
Innovation	251
Supplemental	261
Supplemental Data	261

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

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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 :

44817

Program name (1st program) :

Penn State Eco-Reps Program

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

4200

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

The Eco-Reps program hires and trains first-year students living within East Halls on the University Park Campus who encourage their peers to practice sustainable lifestyles. Eco-Reps emphasize recycling and composting during the fall semester and organize a recycling challenge in the residence halls. In the spring semester, they encourage responsible energy usage and activities include a bulb swap and an energy reduction challenge. Eco-Reps work together to design activities that are informative and fun that support campus-wide sustainability focused initiatives.

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

Penn State Student Eco-Reps are first-year student sustainability educators living in residence halls. Eco-Reps educate and engage their peers through their own example, fun programs, and engaging campaigns. Application to the program is open to all incoming first-year students at Penn State University Park. Penn State has 20 other campus locations, several with residence halls, so it is possible that the program spreads to these other halls. Students interested in applying for a position send a cover letter explaining their interest, resume, and two references via email to the Eco-Rep Coordinator. Selected students are interviewed and reviewed by an Eco-Rep Selection Committee.

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

The overall approach of the Penn State Student Eco-Rep Program can be summarized as "lead by example, one issue at a time, one behavior at a time." We focus on promoting one or two behaviors a month in their halls. The targeted behaviors were chosen because they are actions students can control, are measurable and have the most significant environmental impact.

The Eco-Reps:

- Learn about the issue or problem the behavior is meant to address (such as the financial, environmental, and social impact issues of energy use)
- Adopt the new behaviors themselves
- Teach and empower their peers to adopt the new behaviors via passive (signage, online strategies) and active programming (events, in-person engagement).

To prepare for their role, the selected Eco-Reps participate in an all-day orientation before move-in day and attend weekly training programs. A high level of interactivity, hands-on learning and engagement is part of every training program. Students learn the basics of sustainability issues, resources and statistics from subject area experts from the Office of Physical Plant (OPP), Auxiliary and Business Services and various academic colleges. For example, they learn about the types and amount of energy used at Penn State University Park from OPP energy engineers. The Eco-Reps learn the strategies and tools of effective behavior change using as a foundation the principles of community-based social marketing. Teambuilding training is also offered to get the Eco-Reps working effectively together and with others. Throughout the school year Eco-Reps receive training from Penn State leaders and take educational tours like a tour of the the community waste authority and the campus recycling tour.

Training is based on the theme or issue of each semester. Traditionally we have focused on energy one semester and waste (recycling/composting) the other semester.

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

Currently, the coordinator of the Eco-Rep Program is a full-time staff member at the Penn State Campus Sustainability Office. The funding for the program is provided mainly from the Housing and Food Services department which is part of Auxiliary and Business Services. Other direct financial and in-kind support is provided by Residence Life and the Campus Sustainability Office. University Housing and Food Services funds the Eco-Reps stipends of \$500 per semester. Residence Life funds programming supplies, food during orientation, and incentives needed for the Eco-Reps programs. Various university faculty and staff participate in training the Eco-Reps. The Campus Sustainability Office funds trainings, tours, transportation, some marketing materials, the Eco-Rep Handbook, Eco-Rep shirts, and food.

The website URL for 1st Program :

http://www.green.psu.edu/youCanDo/Eco_Reps.asp
STARS Reporting Tool | AASHE | Sierra Magazine

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

Erik Foley
Director
Campus Sustainability Office

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) :

Residence Hall Energy Challenge, Residence Hall Recycling Challenge

A brief description of the campaign(s) :

Student Energy Challenge

During the fall semester, students living within 44 residence halls on the Penn State University Park Campus participate in an annual week-long energy challenge.

For 7 days, students living in residence halls are encouraged to take action to reduce their building's electrical energy usage by following actions that reduce individual energy use. Students are given daily feedback on their buildings kilowatt hour usage per student and per

building.

Student Recycling Challenge

During the spring semester, students living within each residential area participate in the recycling challenge. The goal of the recycling challenge is to learn which residential area (East, North, South, Pollock, West) will have the least amount of recyclable materials in the trash bins. Waste audits are done in the various halls and the area with the least amount of recyclables in the trash at the end of 7 days wins the challenge. A trophy is displayed in the common area.

Students learn about both campaigns from emails by their Resident Assistants. The campaigns are also advertised in the monthly Residence Hall Newsletter "Stall Stories" posted in restroom stalls.

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

During the energy challenge, daily kilowatt hours for each residence hall is provided during the challenge week. These numbers are painted on the windows of each common area: East, Pollock, North, West, South.

The energy challenge week has resulted in significant decreases in electrical energy use during the week. All residence halls have building metering systems to learn daily, weekly, or monthly electricity usage per building.

A waste audit determines the winning residential area of the recycling challenge. Recyclable items in the trash bins are taken and weighed daily for a week. During the spring of 2011, East Halls, a first year living area won the recycling challenge after 3 years of the same upperclassmen area winning.

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

Sustainability in New Student Orientation

Responsible Party

Erik Foley
Director
Campus Sustainability Office

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.

Submission Note:

The Campus Sustainability Office, Center for Sustainability, Student Affairs and other partners are considering options to make sustainability a part of new student orientation, Parents Weekend and our summer FTCAP program. We have had small programs in the past but lack an on-going program at the scale needed to have an impact.

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

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

No

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

N/A

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

Sustainability Outreach and Publications

Responsible Party

Erik Foley

Director

Campus Sustainability Office

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 :

Penn State has a Sustainability Portal that allows those that access the site to learn about the university's sustainability initiatives. The sustainability efforts are publicized on the portal that was created from a partnership of faculty and staff representing 5 main "greening" areas: Operations, Research, Outreach, Teaching, and Student Life.

Going to the portal will allow those seeking information to learn how sustainability is part of each area. Tabs are labeled: What We're Doing, What You Can Do, Academics and Research, Programs and Resources, News and Events.

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

<http://www.green.psu.edu/>

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

The Campus Sustainability Office shares an on-line monthly newsletter with Penn State students, faculty, staff, and the surrounding community. Those that subscribe to the newsletter learn more about how specific departments and units are engaged in sustainability efforts, green events, efforts of Penn State Commonwealth Campuses, student opportunities, and success stories.

The newsletter is sent to 3,500 contacts on the Campus Sustainability Office Listserv that continues to grow.

The website URL for the sustainability newsletter :

<http://www.green.psu.edu/psuDoing/CSO.asp>

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

No

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

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

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

No

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

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 :

[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

The dining halls have signage to combat food waste. There are posters to educate about composting. Vegetarian meals are made available in all five dining areas and are labeled as well.

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

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

No

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

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

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

Yes

A brief description of the sustainability walking map or tour :

The Penn State University Park Campus has a walking map and those that follow the map have the opportunity to take a Green Tour. The map features: community garden, LEED buildings, green roofs, native landscaping, public transportation stops, and more.

The website URL of the sustainability walking map or tour :

<http://greentour.psu.edu/>

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 :

On the green.psu.edu portal there is a list of alternative transportation methods and information about them.

Some of the information that can be found using the portal:

Penn State and Centre Area Transportation Authority (CATA) offer a free on-campus bus system. Transportation Services funds an express bus to New York City, Washington D.C., Baltimore, and other urban areas. Full-time employees can purchase monthly bus passes for five dollars a month. Students, faculty, and staff can find out how to register their bikes on the site.

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

<http://www.green.psu.edu/psuDoing/transportation.asp>

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

Yes

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

Recycling Guidelines are annually shared with the Resident Assistants (RAs) in a booklet publication. The publication is updated annually so students are aware of changes in recycling and composting guidelines. The publication includes: Residence Hall Recycling Guidelines, Recycling Program History, Recycling Facts, Composting Guidelines, Energy Conservation Tips, Special Event Recycling Guidelines, and other resources. The booklet is produced by Residence Life, Housing Services, and the Office of Physical Plant.

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

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

No

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 :

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 :

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

Yes

A brief description of this material :

The Campus Sustainability Office has a handout describing the mission and programs of the office. It is given to new employees during New Employee Orientation and given out during events.

The website URL for this material :

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

Yes

A brief description of this material :

"How to Green IT" is a publication describing sustainable ways to use technology including: power-management software for 17,200 computers at Penn State, combining servers to reduce electricity costs and space, and avoiding screen savers.

The website URL for this material :

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

Yes

A brief description of this material :

The Green Paws Action Checklists is organized into four levels of certification that signify an office's progression towards higher and higher levels of efficiency, health, and environmental sustainability. Faculty and Staff can follow the checklists to reach levels of Green Paw Certification.

The website URL for this material :

http://www.green.psu.edu/youCanDo/green_paws/green_paws_about_final.asp

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

Yes

A brief description of this material :

Take Charge Posters are in various buildings on campus describing sustainable behaviors made by Penn State leaders. Examples of behaviors featured in the posters:

Turning off room lights when leaving a room

Using compact fluorescent bulbs

Unplugging electronics when not in use

Closing lab hoods in research labs

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

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

Erik Foley
Director
Campus Sustainability Office

"---" 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 Taking Action to Encourage Recycling (STATERS)

The STATERS collect recyclables during Penn State football games and various other university events so items can be recycled.

The students efforts have helped to divert over half of the university waste from the landfill.

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

Because of the work of the STATERS group, the Beaver Stadium Recycling Effort last year collected 87 tons of recyclables throughout the entire football season.

- The STATERS, along with Over 50 commonwealth campuses, THON committees and special interest organizations participated in last year's Four Diamonds Recycling Effort, which challenged students to collect uncrushed aluminum cans and plastic bottles for recycling.
- The STATERS helped with the Trash to Treasure sale in which 64 tons of items were collected from more than 14,000 students at the end of the spring semester. They were sold to the community, grossing over \$48,000 for the Centre County United Way.
- STATERS volunteered with the Special Olympics.

List other student groups that address sustainability :

Eco-Action; Engineers for a Sustainable World, Beyond Coal, Ag Advocates, and more. Please see the website below for a full list.

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

http://www.green.psu.edu/youCanDo/student_groups.asp

Organic Garden

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

"---" 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 :

The community gardens coordinated by the Center for Sustainability are organic. They are not certified, but are required to follow all organic gardening techniques. The herb garden in front of Cafe Laura is also organic.

The website URL where information about the garden is available :

<https://sites.google.com/a/psu.edu/community-garden/>

Model Room in a Residence Hall

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles? :

No

A brief description of the model room :

We do not have a model room at this time.

The website URL where information about the model room in the residence hall is available :

Themed Housing

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

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

Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s) :

Special Living Options (SLOs) are available to students including Earth House and Eco-Rep SLOs.

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

The total number of residents in themed housing. :

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills? :

No

A brief description of the enterprise :

Not at this time.

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

Sustainability Events

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

"---" 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) :

Penn State has an annual Colloquium on the Environment Speaker Series. Speakers that have been hosted by the university include: Robert F. Kennedy Jr., Christine Todd Whitman, William McDonough, Amory Lovins, and David Suzuki.

This fall 2010 Bill McKibben, American environmentalist and writer who frequently writes about global warming and alternative energy and advocates for more localized economies, addressed students and had a book signing.

An annual Earth Day Celebration is held to recognize the sustainable achievements of students, faculty, and staff.

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

<http://www.earthday.psu.edu/>

Outdoors Program

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

"---" 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 :

ORION Program Goals:

- Increase your appreciation for the environment
- Learn outdoor skills that focus on the "leave-no-trace" philosophy
- Gain familiarity with the natural offerings of Central Pennsylvania

The ORION program provides the opportunity for new students to meet other new students while participating in various outdoor activities for a week. Students go backpacking, canoeing, and rock climbing. As the students travel throughout the Central Pennsylvania terrain, they learn "Leave No Trace" principles. Students are expected to leave no waste behind as they move to various locations while hiking.

The ORION Program is provided by the Penn State Shaver's Creek Environmental Center.

The website URL where information about the program is available :

<http://www.outreach.psu.edu/shaverscreek/index-about-orion.html>

Themed Semester or Year

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

"---" 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? :

No

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

No, we have not

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

The website URL where information about the theme is available :

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

Susannah Barsom

Associate Director
Center for Sustainability

Criteria

Part 1

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

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

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

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. 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 :

Our first attempt to complete a sustainability course inventory used a survey of course instructors. We recognize that this method yielded incomplete results, and we are already making plans for a different kind of data collection for future inventories.

Methodology for Course Survey:

A request to complete an on-line questionnaire was sent from the university provost to all deans and chancellors, thence to all department heads and thence to course instructors – in theory this would reach all course instructors for the 2009-2010 academic year.

Although announcements and reminders about this course survey were also made via the university's official news site, the Center for Sustainability web site, and other appropriate venues, we have learned that some instructors did not hear about the survey. Others heard about it only by word of mouth, and inquired about completing the survey—they were directed to the Course Survey web site. There were 273 responses from University Park instructors. Of these, 75 reported teaching at least one sustainability-related or –focused course, with a total of 96 courses reported.

In completing the survey, instructors were not required to work with a particular definition of sustainability; a number of definitions were provided, and they were asked to develop their own concept of sustainability that included social, environmental and economic factors. The distinct criteria for sustainability-focused and –related courses were given, and the concept of an immersive experience in sustainability was explained.

Instructors were asked to list sustainability-focused and –related courses and to describe any immersive experiences in sustainability that were offered through their classes.

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

Yes

The website URL where the sustainability course inventory is posted :

<http://www.cfs.psu.edu/>

Sustainability-Focused Courses

Responsible Party

Susannah Barsom
Associate Director
Center for Sustainability

Criteria

Institution offers sustainability-focused academic courses.

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

Submission Note:

It is clear that the survey methodology resulted in an underrepresentation of sustainability-focused courses. The Center for Sustainability is currently following up with faculty in order to ascertain a more accurate number.

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

The number of sustainability-focused courses offered :

38

The total number of courses offered :

13240

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

Courses are listed on the Center for Sustainability website:

<http://www.cfs.psu.edu/>

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

<http://www.cfs.psu.edu/>

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Susannah Barsom
Associate Director
Center for Sustainability

Criteria

Institution offers sustainability-related academic courses.

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

Submission Note:

It is clear that the survey methodology resulted in an underrepresentation of sustainability-related courses. The Center for Sustainability is currently following up with faculty in order to ascertain a more accurate number.

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

The number of sustainability-related courses offered :

58

The total number of courses offered :

13240

Number of years covered by the data :

One

A list of sustainability-related courses offered :

Programs are listed on the Center for Sustainability website:

<http://www.cfs.psu.edu/>

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

<http://www.cfs.psu.edu/>

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Susannah Barsom
Associate Director
Center for Sustainability

Criteria

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

Submission Note:

It is assumed that the survey methodology resulted in some undercounting of departments with sustainability courses. The Center for Sustainability at Penn State is making workshops available to instructors in all departments, so that sustainability courses may be more widely found across our colleges and campuses.

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

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

43

The total number of departments that offer courses :

100

A list of departments that offer sustainability courses :

Departments are listed on the Center for Sustainability website:

<http://www.cfs.psu.edu/>

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

<http://www.cfs.psu.edu/>

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Responsible Party

Susannah Barsom
Associate Director
Center for Sustainability

Criteria

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

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

Submission Note:

Information on degree programs was obtained through a survey sent to all undergraduate and graduate program officers.

Methodology for Program Survey:

A questionnaire sent from university Provost to deans and chancellors to department heads and thence to Persons in Charge (PICs) of undergraduate and graduate programs.

A number of definitions of sustainability were available, but like course instructors, PICs were asked to develop their own concept of sustainability that included social, environmental and economic factors.

The concept of an immersive experience in sustainability was explained.

PICs were asked to list the programs that include sustainability as required learning outcome learning outcome(s), and to report the number of graduates from these programs in the 2009-2010 academic year.

They were also asked to describe immersive experiences in sustainability that are part of their programs.

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

The number of graduates covered by the sustainability learning outcomes :

1568

Total number of graduates :

13657

A list of degree programs that have sustainability learning outcomes :

Programs are listed on the Center for Sustainability website:

<http://www.cfs.psu.edu/>

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 :

<http://www.cfs.psu.edu/>

A copy of the sustainability course inventory :

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

From our survey of program officers:

One of our program educational objectives is that early career Biological Engineering graduates will be expected to: "Effectively identify, analyze and design sustainable solutions to address issues and opportunities throughout the world"

Undergraduate Program in Sustainability

Responsible Party

Susannah Barsom
Associate Director
Center for Sustainability

Criteria

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

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

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

Submission Note:

Additional programs are added as more information becomes available. Some programs, for example are in the process of changing their curricula to include sustainability. These will be added to the list as each modified curriculum becomes available.

"---" 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) :

AgroEcology

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

<http://agroecology.psu.edu/>

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

Energy Engineering

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

<http://www.eme.psu.edu/energyeng/>

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

Landscape Contracting

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

<http://landscape.psu.edu/>

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

Programs are listed on the Center for Sustainability website:

<http://www.cfs.psu.edu/>

Graduate Program in Sustainability

Responsible Party

Susannah Barsom
Associate Director
Center for 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.

Submission Note:

Additional programs are added as more information becomes available. Some programs, for example are in the process of changing their curricula to include sustainability. These will be added to the list as each modified curriculum becomes available.

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

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

Yes

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

Forest Science

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

<http://sfr.psu.edu/graduatestudents>

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

Plant Pathology

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

<http://www.ppath.cas.psu.edu/>

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

Geography

STARS Reporting Tool | AASHE | Sierra Magazine

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

<http://www.geog.psu.edu/>

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

Programs are listed on the Center for Sustainability website:

<http://www.cfs.psu.edu/>

Sustainability Immersive Experience

Responsible Party

Susannah Barsom

Associate Director
Center for Sustainability

Criteria

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

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

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

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

Submission Note:

Information on other immersive experiences in sustainability are found on the Center for Sustainability website:

<http://www.cfs.psu.edu/>

"---" 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 :

Sustainable, Affordable Housing Solutions (Architectural Engineering)

American Indian Housing Initiative (AIHI) is a collaborative research and education program focused on applying sustainable building technologies such as strawbale construction and solar energy systems on American Indian Reservations. AIHI partners with and provides technical assistance to the Northern Cheyenne tribe and other tribal entities to help create sustainable building capacity on reservations. The American Indian Housing Initiative (AIHI) courses are offered to students at Penn State as a three-part series. In the first part (Spring semester) students are introduced to Native American culture, history and current economics, in tandem with hands-on study of sustainable building methods and technologies, home energy systems, and construction project planning. In the Summer they participate in a community-based sustainable construction project on the Northern Cheyenne Reservation in Lame Deer, Montana. The third part (Fall semester) allows students to document, reflect on and assess the project and the experience, and to make suggestions for future projects. AIHI also provides opportunities for students from other universities and for volunteers.

The annual projects are designed, planned, and built by students, faculty, and AIHI collaborators. To date, the completed projects include

four homes, an adult education center, an early-childhood learning center, a technology center, and the reservation's first all-solar home, MorningStar Montana, used by visiting faculty on the campus of Chief Dull Knife College.

Established in 2001, AIHI has grown to become a nationally recognized program addressing the acute housing shortage on American Indian reservations. It is a multidisciplinary collaborative effort that engages students, volunteers and tribal partners in sustainable building methods and technologies, concepts of sustainability, and home energy usage on American Indian reservations and in other low-income rural communities. This culturally rich and socially relevant, immersive educational exchange is carried out with a number of mutual partnerships, concentrating on our decade-long relationship with the Northern Cheyenne Indian Tribe.

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

<http://www.cfs.psu.edu/programs/aihi.html>

Sustainability Literacy Assessment

Responsible Party

Susannah Barsom
Associate Director
Center for Sustainability

Criteria

Part 1

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

Part 2

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

Submission Note:

Completing the STARS survey has given us the opportunity to begin assessing our students' access to information about sustainability. This exercise has been helpful in our ongoing development of baseline and follow-up sustainability literacy assessments.

"---" 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 :

N/A

A brief description of how the assessment was administered :

STARS Reporting Tool | AASHE | Sierra Magazine

N/A

A brief summary of results from the assessment :

N/A

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

Incentives for Developing Sustainability Courses

Responsible Party

Susannah Barsom

Associate Director
Center for Sustainability

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.

Submission Note:

Completing the STARS survey has given us the opportunity to begin assessing our faculty interest in sustainability curriculum and creating a program of incentives for developing sustainability courses.

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

Does the institution have a program that meets the criteria outlined above? :

No

A brief description of the program(s) :

N/A

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

N/A

The website URL where information about the program is available :

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

Erik Foley

Director

Campus Sustainability Office

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

Submission Note:

Part 1: The Sustainability Council of the Penn State Institutes of the Environment, the central coordinating structure for energy and environmental research at Penn State, was charged with developing the definition of sustainability research. The Committee, comprised of representatives across many colleges and departments, met various times to refine the current definition.

Part 2: Penn State's sustainability research projects were identified through a survey of all faculty conducting research (See ER Credit 16 for description of survey).

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

Has the institution developed a definition of sustainability research? :

Yes

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

Sustainability research aims to understand, develop or assess strategies for sustaining the earth's resources to meet society's current and future needs, and to preserve the integrity of the Earth's systems.

- Strategies may include technologies, policies, methodologies, or interventions.
- Assessments may consider the environmental, social, ethical, health, and economic consequences of the strategies.
- Resources include clean water, clean air, natural and managed ecosystems, energy, and materials. These elements are interrelated and thus a holistic view is often required.

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

Yes

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

Survey of approximately 2600 researchers conducted through the Office of the Vice President for Research was conducted to identify sustainability research activities.

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

Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :

<http://green.psu.edu/research/projects.asp>

Faculty Engaged in Sustainability Research

Responsible Party

Erik Foley

Director

Campus Sustainability Office

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 survey approach was used to determine the number of faculty engaged in sustainability research. Response rate was 27.7%. Of those responding, 316 faculty indicated that they engaged in sustainability research. A follow-up inquiry sent to non-responding PIs and co-PIs on sustainability research projects, as identified by their colleagues who did respond to the survey, allowed us to add an additional 127 faculty to this number, for a total of 443 faculty engaged in sustainability research. We view this as a conservative estimate of the true value, since not all faculty responded to our survey.

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

The number of faculty members engaged in sustainability research :

440

The total number of faculty members engaged in research :

2451

Names and department affiliations of faculty engaged in sustainability research :

See

<http://green.psu.edu/research/faculty.asp>

for list.

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

<http://green.psu.edu/research/faculty.asp>

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 :

The website URL where information about sustainability research is available :

<http://green.psu.edu/research/default.asp>

Departments Engaged in Sustainability Research

Responsible Party

Erik Foley
Director
Campus Sustainability Office

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.

Submission Note:

The value for the total number of departments at Penn State includes all academic departments (n=100), plus three additional “departments” to encompass research faculty who do not have a departmental affiliation, but rather are employed at the university or college level. We examined the departmental affiliations of all faculty engaged in sustainability research from our survey and follow-up inquiry (as described under ER Credit 16), and counted the number of unique departments. There are 72 departments with a least one faculty member engaged in sustainability research.

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

The total number of academic departments that conduct research :

103

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

72

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

See

<http://green.psu.edu/research/faculty.asp>

or uploaded file.

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

<http://green.psu.edu/research/faculty.asp>

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

[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

Sustainability Research Incentives

Responsible Party

Erik Foley

Director

Campus Sustainability Office

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.

Submission Note:

Part 1: Several units including the Campus Sustainability Office, the Center for Sustainability, the Penn State Institutes of Energy and the Environment, and Penn State Outreach routinely provide funding through grants, internships and wages to students to conduct and/or participate in sustainability research.

Part 2: The purpose of the Sustainability Seed Grant Program is to foster basic and applied research, practice, education, and outreach as it relates to sustainability in such a manner as to enhance the University's collective expertise on sustainability, initiate or further collaborations across disciplines and units at Penn State, and award recipients' ability to receive larger external grants. The current level of funding is \$350,000.

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

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

Yes

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

The Campus Sustainability Office, the Center for Sustainability and the Office of the Physical Plant have student internship and research programs that provide funding for students in sustainability research.

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

<http://www.green.psu.edu/youCanDo/interns.asp>

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

Yes

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

We have a Sustainability Seed Grant Program and hold on-going faculty development workshops.

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

<http://www.green.psu.edu/research/projects.asp>

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Erik Foley
Director
Campus Sustainability Office

Criteria

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

Submission Note:

The University has long promoted interdisciplinary research and has established several university-level institutes, organized under the Office of the Vice President for Research, to foster and administer these initiatives.

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

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

Yes

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

The University's research mission and strategic plan includes the goal of facilitating strong programs for interdisciplinary research. Penn State has nine university-level research institutes and centers focused on fostering interdisciplinary research.

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

<http://www.research.psu.edu/>

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

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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" :

19342745 *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 :

19342745 *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 :

STARS Reporting Tool | 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 :

<http://guru.psu.edu/policies/AD64.html>

An electronic copy of the guidelines or policies :

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

7/8/2009

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

Although Penn State does not certify buildings under LEED for Existing Buildings: O&M, the University does maintain and operate buildings based on sustainability principles. Multiple policies and practices address this:

Campus Grounds & Master Plan -

<http://www.green.psu.edu/psuDoing/masterplan.asp>

Energy Conservation Policy (AD64) -

<http://guru.psu.edu/policies/AD64.html>

Continuous Commissioning, Energy Savings Program & Energy Conservation Measures -

<http://www.green.psu.edu/psuDoing/energy.asp>

Recycling Policy (AD34) -

<http://guru.psu.edu/policies/AD34.html>

Purchasing -

<http://www.purchasing.psu.edu/environmental.shtml>

Indoor Air Quality - See credit OP-3

Water/Stormwater -

<http://www.opp.psu.edu/about-opp/divisions/ee/engineering/eng-resources/psu-initiatives.pdf>

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

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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" :

744994 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 :

172372 Square Feet

New building space that is LEED Silver certified :

346756 Square Feet

New building space that is LEED Gold certified :

225866 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 :

http://www.opp.psu.edu/planning-construction/design_and_construction_standards/Division-01

An electronic copy of the guidelines or policies :

[PSU_LEED_Policy_2011\[1\].pdf](#)

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

LEED Policy adopted in 2005, with updated guidelines in 2011

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

Penn State uses LEED as a tool to ensure green principles are applied to all new construction and major renovation. Specific requirements are outlined in the Design Standards. Penn State's LEED Policy customizes the LEED process by prioritizing the implementation of sustainable elements that are most important to the University. The Office of Physical Plant (OPP) oversees and coordinates the design and construction of all new construction, renovation and major maintenance projects for the University Park Campus. OPP has 14 LEED Accredited Professionals and 3 LEED Green Associates. Compliance is ensured through the design and construction process led by LEED professionals and design review by LEED professionals in Engineering Services. The LEED certification process itself provides third-party verification that the building was built using green strategies.

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 :

Stuckeman Family Building
Forest Resources Building
Medlar Field at Lubrano Park
Recreation Hall Addition
Borland Building
Student Health and Counseling Services Building
North Frear Building
Lewis Katz Building

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

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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.

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

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

19342745 Square Feet

Total occupied building space :

19342745 Square Feet

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

Penn State's Indoor Air Quality (IAQ) plan covers all occupied space on campus. Offices, classrooms, and labs are covered by the IAQ plan. Labs and production area spaces would be covered under a specific standard that keeps air quality acceptable for the tasks being performed within the lab or production area.

The IAQ plan generally aims to provide fresh air, proper filtration, and reasonably clean duct work to all labs, offices, and classrooms on campus. It also aims to provide 20 CFM per person with carbon dioxide (Co2) levels around 800 or below.

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

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

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

Criteria

Part 1

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

Part 2

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

Submission Note:

Penn State completes an annual GHG emissions inventory for 22 campus locations. It is a comprehensive inventory including direct and indirect emissions across multiple sectors. Calculations are made using an Excel spreadsheet emissions calculator developed in 2004 for Penn State, University Park Campus, by a graduate student. It was expanded to the Commonwealth Campuses in 2006 with updates to sectors and emissions factors in 2009.

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

The website URL where the GHG emissions inventory is posted :

<http://www.ghg.psu.edu/>

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

Yes

Does the inventory include emissions from air travel? :

Yes

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? :

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

Criteria

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

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

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

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

Submission Note:

GHG emissions are one of the metrics for the Finance & Business Environmental Stewardship Key Initiative. In 2006, a 17.5% reduction by 2012 goal was established. The reduction strategy focuses primarily on energy, with initiatives in conservation, efficiency, green building design and procurement of renewable power. Programs in transportation, waste management and purchasing as well as comprehensive sustainability awareness efforts contribute to the strategy.

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

Scope 1 and 2 gross GHG emissions, 2005 :

388760 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 :

0 Metric Tons of CO2 Equivalent

On-campus residents, 2005 :

13863

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

35766

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

5263

Scope 1 and 2 gross GHG emissions, performance year :

320447 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

0 *Metric Tons of CO2 Equivalent*

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

7/1/2009 - 6/30/2010

On-campus residents, performance year :

13900

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

41182

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

4986

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

7/1/2009 - 6/30/2010

Air Travel Emissions

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

"---" 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 :

N/A

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

Local Offsets Program

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

"---" 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 :

N/A

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

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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..

Submission Note:

Penn State Food Services strives to purchase from local suppliers whenever possible. In 2009 guidelines were developed to encourage Pennsylvania companies to partner with the University. 15.7% of Food Services food purchases are from PA sources.

The PA Pride Series highlights the local food purchasing initiative. The Program features the fare of two local farms per semester at the campus dining commons.

Penn State's Berkey Creamery supplies almost 250,000 gallons of milk consumed by students in the dining commons every year. Half of the milk come from a 225-cow herd at the University's Dairy Production Research Center. The rest is purchased from local family farms.

"---" 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) :

15.70

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

At Penn State 15.7%* of total food and beverages that are purchased fall within the 100 miles stipulation. However, our current standard for sustainable purchases includes those products processed within or grown or raised within the state of Pennsylvania. This makes up 21.1% of our total food and beverage spend. (*as a percentage of food and beverage spend, non-food items are excluded.)

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

<http://www.green.psu.edu/psuDoing/dining.asp>

Responsible Party

Shelley McKeague
Environmental Compliance Specialist
Engineering Services

Submission Note:

We do not offer this service

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

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

:

No

A brief description of the trayless dining program :

N/A

List the year the program was started :

Jan. 1, 2012

The overall percentage of meals served on campus that are trayless :

The percentage of meal plan meals served on campus that are trayless :

The percentage of retail facility meals served on campus that are trayless :

The percentage of conference meals served on campus that are trayless :

The website URL where information about the program is available :

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

"---" 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 :

Penn State dining services offer a meatless option for every meal at all dining facilities on campus. They offer both meatless and vegan options. One dining hall on campus is dedicated to healthy eating alone. An advisory board meets once a semester to ensure that the offerings of meatless and vegan options are meeting the expectations of the vegetarians on campus.

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

<http://www.foodservices.psu.edu/vegetarianism>

Trans-Fats

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

Yes

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

All dining facilities have been using trans-fat free cooking and frying oil for several years to eliminate trans-fats from their prepared food. Pre-packaged food is not regulated for trans-fat content.

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

Guidelines for Franchisees

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

Yes

A brief description of the guidelines for franchisees :

Franchisees operate independently of the University.

As part of the five year Strategic Plan, one of the initiatives was to implement biodegradable, compostable “green” packaging for all of our products, where feasible. National brands (franchisees) supplied information about packaging changes they have made or were looking to make in the near future to help support this initiative. Responses's included Nathan’s, Seattle’s Best Coffee, Peet’s and Chick-Fil-A. Sbarro did not have any changes at that time or anticipate any changes.

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

"---" 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 :

Pre-consumer food is captured from the six on campus dining commons, several outlets on campus such as the HUB and Bryce Jordan Center, as well as the hospitality centers (Nittany Lion Inn and Penn Stater) and catering service (Java Catering). The hospitality employees source separate pre and post consumer food. Food service employees also source separate pre-consumer food.

Penn State composted over 925 tons of food in 2008-2009.

Since 1997 Penn State's Organic Materials Processing and Education Center (OMPEC) has demonstrated continuous growth in quantity, quality and variety of organic materials captured, processed and utilized at the University Park Campus. The OMPEC site is operated as a captive facility. The primary inputs diverted from the waste stream are pre and post-consumer food residuals, leaves, landscape debris and lab animal cage wastes. Farm animal manure and crop residues are used to compliment the various feedstocks to create an optimal compost mix and to produce value added end products demanded by users.

The OMPEC facility fulfills operational needs of the University, provides research opportunities and serves as a model facility for the public and private organics processing sector to observe and learn organics processing procedures. Each year classes in Environmental Resource Management, Horticulture, Agro Ecology and Ag Engineering visit the site to learn about environmental design, production and equipment.

The program is a collaboration between the College of Agricultural Sciences, Housing and Food Services, Hospitality Services and the Office of Physical Plant. The project has parallel goals of responding to the needs of handling organic residuals generated from within the university and enhancing teaching, research and extension/outreach programs of a land-grant university. The Office of Physical Plant coordinates collection and delivery of food residuals and the College of Agricultural Sciences is responsible for compost production.

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

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

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

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

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

<http://www.abe.psu.edu/extension/ompec/>

PostConsumer Food Waste Composting

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

"---" 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 :

Post-consumer food is captured at the Nittany Lion Inn, Penn Stater and catering service (Java Catering). The dining commons have initiated a pilot program for post-consumer food waste capture. Patrons can voluntarily source separate post consumer napkins and compostable packaging (clam shells, plates, cups, etc).

Penn State composted over 925 tons of food in 2008-2009.

Since 1997 Penn State's Organic Materials Processing and Education Center (OMPEC) has demonstrated continuous growth in quantity, quality and variety of organic materials captured, processed and utilized at the University Park Campus. The OMPEC site is operated as a captive facility. The primary inputs diverted from the waste stream are pre and post-consumer food residuals, leaves, landscape debris and lab animal cage wastes. Farm animal manure and crop residues are used to compliment the various feedstocks to create an optimal compost mix and to produce value added end products demanded by users.

The OMPEC facility fulfills operational needs of the University, provides research opportunities and serves as a model facility for the public and private organics processing sector to observe and learn organics processing procedures. Each year classes in Environmental Resource Management, Horticulture, Agro Ecology and Ag Engineering visit the site to learn about environmental design, production and equipment.

The program is a collaboration between the College of Agricultural Sciences, Housing and Food Services, Hospitality Services and the Office of Physical Plant. The project has parallel goals of responding to the needs of handling organic residuals generated from within the university and enhancing teaching, research and extension/outreach programs of a land-grant university. The Office of Physical Plant coordinates collection and delivery of food residuals and the College of Agricultural Sciences is responsible for compost production.

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

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

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

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

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

<http://www.abe.psu.edu/extension/ompec/>

Food Donation

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

Does the institution donate leftover or surplus food? :

Yes

A brief description of the food donation program :

Any perishable food items are donated to Meals on Wheels prior to long semester breaks (winter and summer). The individual dining commons managers contacts Meals on Wheels to organize the pick-up. The amount of food each dining common is able to donate varies depending on the time of year and semester.

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

Recycled Content Napkins

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

Yes

A brief description of the purchasing behavior :

Recycled content napkins have been purchased and used in all dining commons and facilities on campus for many years. These napkins are also compostable.

The website URL where information about the purchasing is available :

Reusable Container Discounts

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

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

Yes

A brief description of the reusable mug program :

All facilities have reusable coffee mugs and water bottles available for purchase. When individuals bring these reusable beverage containers back, they receive ~15% discount on their purchase.

Amount of the discount offered for using reusable mugs :

0.15

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers) :

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

Reusable To-Go Containers

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

No

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

N/A

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

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

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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 :

3396684 *MMBtu*

Building space, 2005 :

18317479 *Gross Square Feet*

Total building energy consumption, performance year :

3076995 *MMBtu*

Building space, performance year :

19346970 *Gross Square Feet*

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

07/01/10 to 06/30/11

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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 :

48 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 :

285243 MMBtu

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

39639 MMBtu

Total energy consumed during the performance year :

3076995 MMBtu

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

Penn State has three different solar arrays on campus:

The first is a 2 KW array that was installed in 2001. This array is thin film panels with a grid-tied inverter and is fixed roof mounted on our Physical Plant Building.

The second system is a 1.75 KW pole mounted array and uses passive tracking. It is installed on our Center for Sustainability greenhouse and is mono-crystalline silicon panels with a grid-tied inverter.

The third system is an 8 KW array which is roof mounted onto our MorningStar home, which was PSU's 2007 entry into the Solar Decathlon. This array is mono-crystalline silicon panels with a grid-tied inverter.

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

not applicable

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

not applicable

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

Penn State's Renewable Energy Portfolio currently consists of the following:

- * Pennsylvania Based Wind Energy - 17,600 MWH
- * National Based Wind Energy - 16,500 MWH
- * National Based Biomass - 16,500 MWH
- * National Based LIHI Hydro - 33,000 MWH
- * Total Purchase - 83,600 MWH

A brief description of cogeneration technologies deployed :

The main function of the plant is to furnish steam to the campus for heating, cooling, and processing. Steam supply to the campus is at 13.0 and 150 to 190 psi. (Processing includes such uses as energy for cooking, experimental work, and laundry.)

Generation of electricity is a cogeneration feature of the plant. The amount of generated electricity is proportional to the demand for the 13.0 psig low-pressure steam, or approximately 6% of the campus electrical demand in one year.

<http://www.opp.psu.edu/about-opp/divisions/ee/util/steam-services>

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

<http://energy.opp.psu.edu/energy-programs/procurement/green-power>

Timers for Temperature Control

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

Yes

A brief description of the technology used :

Using the Building Automation System, many buildings on campus are regulated for occupied and unoccupied mode. In the occupied mode the temperature is kept within a range of 70 degrees to 75 degrees. The fans in the space run continuously and outdoor air is brought in (amount can vary depending on building need). In the unoccupied mode the temperature is kept within a range of 60 degrees to 85 degrees. The fans in the space run as needed and no outdoor air is brought in.

The percentage of building space (square footage) with timers for temperature control :

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

"---" 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 :

Occupancy sensors are installed in all new construction buildings and as part of all renovation projects in a building. They are installed in hallways, offices, classrooms, labs, large spaces, etc. Sensors are typically the ceiling or wall mounted style depending on the space.

The percentage of building space with lighting sensors :

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

<http://energy.opp.psu.edu/projects/ecms/lighting-retrofit>

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

"---" 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 :

Light Emitting Diode (LED) technology is used for various applications in many buildings on campus. Any new construction or renovation incorporates the technology. Common applications include replacing incandescent bulbs in elevators and down light applications. LEDs have been preferred for emergency lighting in some buildings and they have even been installed in Penn State's -40 degree Blast Freeze in the Food Science 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) :

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

Vending Machine Sensors

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

No

A brief description of the technology used :

No because it violates our contract with Pepsi

The percentage of vending machines with sensors :

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

Energy Management System

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

"---" 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 :

Penn State uses ITRON Enterprise Energy Management (EEM) Suite. This system is used to track and analyze energy and water consumption in buildings as well as energy commodity purchasing. Meter data is collected manually by Utility Services and transferred electronically into the system. Monthly invoice data from suppliers is entered into the system.

50 buildings on campus are smart metered and fed into the ITRON system through the building automation system. These buildings are the largest energy consumers on campus and this interval data allows for real-time energy management strategies to be executed.

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

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 :

<https://itron.com/na/productsAndServices/Pages/Itron%20Enterprise%20Edition%20Meter%20Data%20Management.aspx>

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

"---" 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 :

Energy is monitored very closely at Penn State. For the majority of buildings on campus, all energy commodities including electricity, natural gas, steam and chiller water are metered at the building level. Some groups of buildings (ex: Farm Operations) may be metered together. A mix of meter types are used. Meters are manually read monthly and data is transferred electronically to the ITRON Enterprise Energy Management (EEM) Suite.

50 buildings on campus are smart metered and feed into the ITRON system through the building automation system. These buildings are the largest energy consumers on campus and this interval data allows for real-time management strategies to be executed.

The percentage of building space with energy metering :

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

<http://energy.opp.psu.edu/energy-programs/monitoring>

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

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

Criteria

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

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

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

The size of the campus grounds :

7003 Acres

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

7003 Acres

A brief description of the IPM plan(s) :

Penn State's Pesticide Management Program Manual (Section B.1.) outlines Penn State's approach to IPM. The manual explains the six steps to IPM.

1. Identify pest
2. Understand pest biology
3. Monitor environment to determine pest levels
4. Determine action threshold
5. Choose tactics
6. Evaluate results

Tactics include cultural, physical, mechanical, biological, genetic and legal with chemical options as a last resort. The manual states "At Penn State, everyone must use IPM except those persons who are performing research where specific pesticide protocols are necessary."

Penn State utilizes IPM principles in its grounds operations for Turf, Horticulture and Tree Maintenance as well as the control of Dutch Elm Disease. Action thresholds as well as prevention and control measures are based on levels of expectation in the area.

For trees, strict IPM practices are followed. Weekly IPM reports are generated providing weather and pest alerts information to provide the crews with the most current information to shape pest management activities.

Agricultural and wooded lands make up a substantial amount of Penn State's land holding at University Park. Farm Operations manages these lands and follow IPM practices. Best Management Practices are utilized including crop rotation, crop diversity as well as just-in-time use of fertilizers.

Through the College of Agricultural Sciences, Penn State is collaborating with the PA Department of Agriculture on The Pennsylvania Integrated Pest Management Program.

<http://extension.psu.edu/ipm>

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

http://www.ehs.psu.edu/hazmat/psu_pesticide_management_manual.pdf

Native Plants

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

No

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

Though the use of native plant species in landscaping is not prioritized across the entire university, there are efforts to prioritize sustainable behaviors in landscaping through reducing water usage, using soils made from natural composting methods on campus, etc. In addition, there are efforts for certain areas of campus to be dominated by native species. For example, the University's Office of the Physical Plant has recently made an effort to remove invasive species from an area called Hort Woods, in North Campus, and began reintroducing native plant-life in the area.

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

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

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

Yes

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

Penn State has a variety of programs that protect and conserve wildlife habitat in and around the University Park campus. Specific practices and programs involve water resources management, wetland conservation, farm operations and forest management.

There are large tracts of undisturbed land along the fringes of the campus that attract a variety of wildlife. The University's stormwater program promotes the use of conservation design practices that preserve and use natural critical hydrologic areas to minimize the impact on the environment. It has identified nearly 500 acres of critical area as Water Resource Preservation areas. Preserving these natural land areas provides a habitat for a variety of wildlife.

<http://www.opp.psu.edu/about-opp/divisions/ee/engineering/eng-resources/Stormwater%20Magazine.p>

df

Farm Operations has a variety of practices that protect wildlife habitat in and around croplands. This includes diversifying crops, leaving some crop in the fields for winter, wildlife food plots and protecting trees for raptor habitat.

The Millbrook Marsh Nature Center is a 62-acre protected area owned by Penn State and operated by the Centre Regional Recreation Authority. It is located on the edge of the University Park campus. The wetlands, forests and meadows are home to many species of plants and wildlife.

<http://millbrook.centreconnect.org/>

The Stone Valley Recreation Area is 700-acres of varied eco-systems within the 7,000-acre University Experimental Forest. Also include is the 72-acre Lake Perez. The site is located 17 miles from University Park.

Within Stone Valley, Penn State operates the Shaver's Creek Environmental Center. The Center extends the University's Outreach mission of instruction, service and research. It offer environmental education and training programs that enable people to learn how to live and interact harmoniously ans sustainably with each other and the natural world.

<http://www.outreach.psu.edu/shaverscreek/>

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

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

"---" 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 :

Penn State has a comprehensive tree maintenance program. The policies and practices utilized by Penn State meet or exceed the standards set for recognition by the Arbor Day Foundation's Tree Campus USA Program.

The Trees of Penn State website provides a wealth of information concerning the trees inventoried on the University Park Campus.

<http://lorax.opp.psu.edu/homepage.asp>

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

Snow and Ice Removal

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

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

Yes

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

The Office of Physical Plant exercises judgment when applying salt for winter deicing and anti-icing materials in an effort to provide for public safety, yet considers the environmental impacts of the materials used. Currently most materials used are granular. Discretion is used in only applying these materials, at only the proper times to gain the optimal impact of the materials, using the least possible materials. Training occurs annually to assure that proper amounts are applied for proper coverage patterns, avoiding over-application. Mechanical spreaders are calibrated annually, and with the large trucks used for roads and parking lots, liquid brine is sprayed on the salt as it crosses the spinner for spreading on the surface. This reduces bounce of the salt, keeping it on the hard surfaces, and enhances the melting capability of the rock salt, allowing less to be used than in dry granular applications in past years.

NAAC (sodium acetate) is used on parking structures to reduce exposure to corrosion, but it also had the environmental benefit of better properties to biodegrade, and is considered relatively harmless to aquatic life.

In the winter of 2010-11, OPP is switching to the use of granular magnesium chloride for about 1/4 of campus landscape use as a pilot, with a goal to eliminate sodium and calcium based salts from use at building entrances and campus walkways. Additionally, one area will pilot the use of brine as a fully liquid application. Magnesium chloride is recognized as causing less of an impact on plant materials. Planning is also taking place to convert to a liquid application for roads and parking lots in 2011-12. Liquids will provide more controlled application to the target surfaces, again reducing total use of salts, and corresponding impact to plant growth and ground water.

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

Landscape Waste Composting

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

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

Yes

A brief description of the composting or mulching program :

Leaves, plant debris, brush and logs are collected from campus landscape maintenance. The leaves and plant debris are composted and the brush and logs are ground and manufactured as mulch. The compost is used in campus landscape maintenance, in research projects, and is sold to the public. The mulch is used in campus landscape maintenance.

Penn State composted over 3,000 tons and manufactured 1,800 tons of mulch in FY 2008-2009.

Since 1997 Penn State's Organic Materials Processing and Education Center (OMPEC) has demonstrated continuous growth in quantity, quality and variety of organic materials captured, processed and utilized at the University Park Campus. The OMPEC site is operated as a captive facility. The primary inputs diverted from the waste stream are pre and post-consumer food residuals, leaves, landscape debris and lab animal cage wastes. Farm animal manure and crop residues are used to compliment the various feedstocks to create an optimal compost mix and to produce value added end products demanded by users.

The OMPEC facility fulfills operational needs of the University, provides research opportunities and serves as a model facility for the public and private organics processing sector to observe and learn organics processing procedures. Each year classes in Environmental Resource Management, Horticulture, Agro Ecology and Ag Engineering visit the site to learn about environmental design, production and equipment.

The program is a collaboration between the College of Agricultural Sciences, Housing and Food Services, Hospitality Services and the Office of Physical Plant. The project has parallel goals of responding to the needs of handling organic residuals generated from within the university and enhancing teaching, research and extension/outreach programs of a land-grant university. The Office of Physical Plant coordinates collection and delivery of food residuals and the College of Agricultural Sciences is responsible for compost production.

The percentage of landscape waste that is mulched or composted onsite :

The percentage of landscape waste that is mulched or composted off-site :

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

<http://www.abe.psu.edu/extension/ompec/>

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

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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://www.green.psu.edu/psuDoing/purchasing.asp>

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

We include our environmental policy and requirements on all our bids and purchase orders, and do not accept product or include vendors who do not meet these requirements.

<http://www.purchasing.psu.edu/environmental.shtml>

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

7097633 *US/Canadian \$*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

181752 *US/Canadian \$*

Total expenditures on desktop and laptop computers and monitors :

7694414 *US/Canadian \$*

Cleaning Products Purchasing

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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:

The Office of Physical Plant's Custodial Services has adopted its own Blue Cleaning Program that sets standards for, tests and utilizes green cleaning supplies in campus buildings.

<http://www.purchasing.psu.edu/environmental.shtml>

<http://www.green.psu.edu/psuDoing/pdfs/BlueCleaningGuidelinesSummary.pdf>

"---" 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.green.psu.edu/psuDoing/purchasing.asp>

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are
STARS Reporting Tool | AASHE | Sierra Magazine

followed :

We include our environmental policy and requirements on all our bids and purchase orders, and do not accept product or include vendors who do not meet these requirements.

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

Yes

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

687244 *US/Canadian \$*

Total expenditures on cleaning products :

2114609 *US/Canadian \$*

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

Office Paper Purchasing

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

Submission Note:

Additional information on Purchasing website:

<http://www.purchasing.psu.edu/environmental.shtml>

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

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

Yes

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

<http://www.green.psu.edu/psuDoing/purchasing.asp>

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

We include our environmental policy and requirements on all our bids and purchase orders, and do not accept product or include vendors who do not meet these requirements.

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

Yes

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

0 *US/Canadian \$*

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

138311 *US/Canadian \$*

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

1221 *US/Canadian \$*

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

0 *US/Canadian \$*

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

6760 *US/Canadian \$*

Total expenditures on office paper :

503723 *US/Canadian \$*

Vendor Code of Conduct

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

Criteria

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

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

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

Yes

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

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

[OP Credit 13_PurchTerms.pdf](#)

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 :

The University requires participating vendors on projects to provide their environmental policies for review. Quarterly or annual reports on environmental status of companies on projects are also required.

Examples:

Requiring paper company to move out of endangered forests in order to provide University paper products.

Requiring FSC, SFI or recycled copier paper.

Requiring DELL to provide eco friendly packaging.

Requiring PEPSI to use less plastic in their bottled products.

Requiring the elimination of Styrofoam peanuts in the packaging of products sent to PSU.

Required vendors to provide additional discounts on environmental products sold through PSU General Stores.

Require vendors to take back old product and recycle when replaced with new product. (Ceiling tiles and Carpet)

Historically Underutilized Businesses

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

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

Yes

A brief description of how the institution meets the criteria :

Penn State has established the Supplier Diversity Program to ensure woman-owned, minority-owned, veteran-owned, and HUB Zone certified businesses have full opportunity to compete for the University's business. The Manager of Supplier Diversity & Environmental Responsible Purchasing acts as a liaison between diverse suppliers and all University staff who have procurement responsibilities.

<http://www.purchasing.psu.edu/diversity/>

Penn State has a small business checklist where we are required to document our business with small, disadvantage, minority, women-owned and HUB zone businesses.

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

<http://www.purchasing.psu.edu/diversity/>

Local Businesses

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

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

Yes

A brief description of the program :

The University purchases many commodities from local suppliers. The company that wins a contract with the university must have a representative in the area to service us when needed or be an account representative. For competitive bid reasons, local businesses are not given a specific preference, but they are always a part of the bidding process.

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

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

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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.

Submission Note:

The campus fleet also includes many CNG vans utilized by the technical services crews. The University operates a CNG fueling station onsite at the Physical Plant Building.

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

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

15

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

11

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

0

100 percent electric vehicles in the institution's fleet :

10

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

15

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 :

13

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 :

440

Student Commute Modal Split

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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:

There is limited parking availability in the core campus area. The majority of the commuter parking is located on the periphery, allowing for less vehicle movement, fewer pedestrian/vehicular conflict, and a more walkable environment. Penn State operates a Campus Shuttle that loops through campus. In partnership with CATA (Centre Area Transportation Authority) there is a Campus Service. CATA also offers a Community Service with 17 routes serving students/staff that live in neighboring communities.

The methodology for the data reported is as follows:

44,832 students

6,486 students with parking permits for commuting (14.5%). Of the remaining 38,346 students, 13,907 live on campus and walking/biking is the most convenient mode of transportation (31%). The remaining off-campus students that do not have permits and therefor cannot park on campus, must either walk/bike from housing close to campus or utilize CATA\Shuttle Services to get to and around campus.(54.5%)

We do not have carpool/vanpool data for students so the assumption was made that each parking permit was for only one student and no carpool/vanpool data is reported.

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

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

85.50

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 :

14.50

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 :

31

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

0

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

54.50

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 :

<http://www.green.psu.edu/psuDoing/transportation.asp>

Employee Commute Modal Split

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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 :

16

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 :

84

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 :

5

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

4

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

7

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 :

<http://www.green.psu.edu/psuDoing/transportation.asp>

Bicycle Sharing

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

"---" 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.) :

A group of Penn State students are piloting a bike share program and have as their mission to bring a public bike sharing program to Penn State University Park that will offer an efficient, environmentally-friendly, and health-promoting form of transportation to the students, faculty, and staff. PSU Bike Share has received roughly 30 donated bikes over the course of our 2.5 years of operation. Due to the variable conditions among the bikes we receive, we are unable to use many of them in our actual program. However, the usable parts are taken from the bikes deemed unsuitable for use, in order to be used later in maintaining the active bikes in our program. There are about 12 bikes deemed safe for use that we have made available to PSU Bike Share users. At any given time, due to basic maintenance concerns (flat tires, rusted chains, etc.), there are between 8 and 12 bikes available for use. We have yet to rent out all of our available bikes at any given time.

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

<http://www.clubs.psu.edu/up/psubikeshare/>

Facilities for Bicyclists

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Submission Note:

<http://www.transportation.psu.edu/bicycles/commuting.shtml>

"--- " 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 :

There are many bike storage facilities on the Penn State Campus. Additionally, many buildings are equipped with showers and lockers for those who commute on bicycle.

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

Bicycle and Pedestrian Plan

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

Has the institution developed a bicycle plan? :

Yes

A brief description of the plan :

The guiding principles of the bicycle master plan are:

1. Provide a comprehensive and practical strategy for improving bicycle circulation on the University Park Campus.
2. Encourage bicycling as a mode of transportation by providing a continuous bicycling network connected to the regional bicycle system.
3. Improve safety by providing an understandable, logical, and enforceable bicycling system.
4. Improve the quality of life for visitors, faculty, staff, and students through increased exercise, recreation, and environmental sustainability.

The website URL where information about the plan is available :

<http://www.opp.psu.edu/about-opp/divisions/cpd/images/Bicycle%20Master%20Plan.pdf>

Mass Transit Programs

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

"---" 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) :

Penn State offers reduced price transit passes through it's Ride for Five program with the Centre Area Transportation Authority (CATA). CATA provides 17 routes on The Centre Line to those in the community or living off campus. Additionally, CATA provides four fare-free buses around campus (Blue Loop, White Loop, Red Link, Green Link) and many Centre Line routes have no fare if ridden within campus. All lines run weekdays through the academic year. Most routes run on weekends and during the summer.

<http://www.transportation.psu.edu/bus/>

<http://www.transportation.psu.edu/parking/facultystaff/rideforfive.shtml>

<http://www.catabus.com/>

Penn State also offers a free campus shuttle for faculty/staff, students, and visitors. The shuttle runs weekdays and provides service every 15 minutes from 7:00 AM until 6:00 PM.

<http://www.transportation.psu.edu/shuttle/>

The website URL where information about the program is available :

Condensed Work Week

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

"---" 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. :

Yes

A brief description of the program :

Penn State allows its employees to practice "flexible scheduling". The term "flexible scheduling" encompasses many variations from the standard work schedule. The more complicated the arrangements, the more record keeping and supervision of the program is required. In its simplest form, a flexible schedule involves allowing an employee to vary the span of the workday.

Flexible scheduling can be as simple as changing the work hours from an 8:00 a.m. - 5:00 p.m. workday to a 7:30 a.m. - 4:30 p.m. workday, changing the lunch break from one hour to one-half hour, or working an extra hour on Monday in order to leave an hour earlier on Tuesday.

Flexible scheduling can be more complicated, allowing an employee to establish her/his own start/end times and/or lunch break, within predetermined guidelines.

Even if a supervisor has not instituted a formal flexible scheduling program, employee requests for temporary changes in the workday such as to take a class, or to go to a doctor's appointment without charging sick leave, may be granted by the supervisor, provided such requests are in accordance with the provisions of this guideline.

Although it is permissible, with the supervisor's approval, for a nonexempt staff employee to alter when the 40 hours are worked during the workweek, such employee cannot "bank" overtime hours worked in one workweek for use as time off in a future workweek. Further, the employee must understand that altered schedules cannot cause overtime to occur. While it is possible for an employee to agree to waive University overtime policies on work schedules to accommodate personal schedule preferences, Federal and State Wage and Hour laws cannot be waived.

The website URL where information about the program is available :

<http://guru.psu.edu/policies/OHR/hrg02.html>

Telecommuting

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

Does the institution offer a telecommute program for employees? :

Yes

A brief description of the program :

The University's establishment of a telecommuting program assists in meeting the needs of a workforce that has diverse work and personal demands. Telecommuting can provide flexible work schedules to accommodate temporary situations such as a leave due to a contagious illness or a temporary disability (such as a cold or a broken leg), an unexpected school closing, etc. In addition, telecommuting can provide flexibility on a long-term basis.

A telecommuting program also allows the University to address emerging environmental compliance issues, such as the Clean Air Act and to comply with legislation such as the Americans with Disabilities Act. In addition, telecommuting provides alternate methods of addressing budget issues. Finally, a telecommuting program can strengthen management and employee relations.

The website URL where information about the program is available :

<http://guru.psu.edu/policies/OHR/hrg02.html>

Carpool/Vanpool Matching

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

Yes

A brief description of the program :

Penn State and Centre Area Transportation Authority (CATA) offer a RideShare program. This is a free ride-matching program that helps commuters find easy and economical ways to get to and from work. When one registers with RideShare, they get a list of convenient transportation options available and a RideMatch list with the names and telephone numbers of other members who live in or commute through their area.

<http://www.transportation.psu.edu/parking/facultystaff/rideshare.shtml>

Students can also participate in the ride share.

AlterNetRides.com

has partnered with Penn State's Transportation Services to offer students an alternative to driving. They can find other students traveling to and from Penn State to give rides to or get rides from on weekends and/or holidays.

<http://www.transportation.psu.edu/parking/student/rideshare.shtml>

The website URL where information about the program is available :

<http://www.transportation.psu.edu/parking/student/rideshare.shtml>

Cash-out of Parking

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

"---" 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 :

N/A

The website URL where information about the program is available :

Carpool Discount

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

Yes

A brief description of the program :

Carpooling at Penn State has a financial incentive because there is only one parking permit required per carpool. Each individual member of the carpool does not need to pay for a parking pass. (\$9/mo -\$88/mo depending on lot)

For the CATA Bus Ride-for-Five Program, participants get 4 one-day parking permits per fiscal year at no charge.

The website URL where information about the program is available :

Local Housing

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

"---" 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 :

N/A

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

Prohibiting Idling

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

Has the institution adopted a policy prohibiting idling? :

Yes

A brief description of the policy :

Penn State is compliant with The Diesel Powered Motor Vehicle Idling Act that was enacted on February 6th, 2009 by PA Department of Environmental Protection (DEP). This Act restricts any highway vehicles over five tons from idling over five minutes per 60-minute period unless exemptions apply.

Penn State has taken action to meet with any division of the university that would be responsible for five ton vehicles coming onto campus. This includes: Transportation Services, Housing and Food Services (including dining commons), Mail Services, General Stores, Hetzel Union Building Eateries, and Athletics.

After these meetings, PennDOT approved permanent signs were installed in areas where diesel vehicles load, unload, or park. This included: terminals, warehouses, truck stops, bus depots, school buildings, and parking lots. These signs are enforced by Penn State Police who can issue tickets to those who are in violation. DEP inspectors also evaluate our steps to comply with the Act.

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

"---" 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 :

N/A

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

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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:

Penn State uses the Response (Re) Diversion (Di) Index as a measuring and management tool for the organization's waste processes and effectiveness.

<https://redi.opp.psu.edu>

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

Weight of materials recycled, 2005 baseline year :

4868 Tons

Weight of materials composted, 2005 baseline year :

1836 Tons

Weight of materials disposed as garbage, 2005 baseline year :

6184 Tons

Weight of materials recycled, performance year :

8189 Tons

Weight of materials composted, performance year :

4105 Tons

Weight of materials disposed as garbage, performance year :

6183 *Tons*

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

07/01/10 to 06/30/11

On-campus residents, 2005 :

13863

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

35766

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

5263

On-campus residents, performance year :

13900

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

41182

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

4986

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

07/01/10 to 06/30/11

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 :

As part of the Finance and Business Environmental Stewardship Key Initiative, Penn State has two goals related to waste reduction:

Minimize solid waste production.

Minimize hazardous waste and toxic materials on campus.

See:

<http://www.fandb.psu.edu/fandb/keyinitiatives/Environmental-Stewardship.cfm>

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

<http://www.green.psu.edu/psuDoing/recycling.asp>

Waste Diversion

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

Criteria

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

This credit does not include construction, demolition, electronic, hazardous, 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 :

12294 Tons

Materials disposed in a solid waste landfill or incinerator :

6183 Tons

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

Recycling Program History -

<http://www.opp.psu.edu/about-opp/recycling/program-history>

Special Events -

<http://www.opp.psu.edu/about-opp/recycling/special-events>

New & Future Initiatives -

<http://www.opp.psu.edu/about-opp/recycling/new-and-future-initiatives>

Student Involvement -

<http://www.opp.psu.edu/about-opp/recycling/student-involvement>

Administrative Policy AD34 University Recycling Program -

<http://guru.psu.edu/policies/AD34.html>

Penn State uses the Response (Re) Diversion (Di) Index as a measuring and management tool for the organization's waste processes and effectiveness -

<https://redi.opp.psu.edu>

Construction and Demolition Waste Diversion

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

Criteria

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

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

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

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

662 Tons

Amount of construction and demolition materials landfilled or incinerated :

450 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 :

Penn State's Construction and Demolition Program manages construction and demolition waste. It separates recycleable materials from non-recycleables and disposes of them appropriately.

<http://www.green.psu.edu/psuDoing/C&Dprogram.asp>

For all new construction and major renovation, Penn State's LEED Policy mandates the Construction Waste Management credit be completed which requires diversion of 50-75% by the contractors.

http://www.opp.psu.edu/planning-construction/design_and_construction_standards/documents/LEED%20Policy.pdf

0Policy.pdf

(pg 10)

Electronic Waste Recycling Program

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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 :

Re-usable parts are distributed to computer maintenance companies, hospitals, Fortune 500 companies, wholesale distributors, or retail stores to be resold.

In step one, all equipment is cleaned, tested and redistributed with a 90-day warranty. All identification as well as data is removed from each complete system or part.

KSA hosts computer shows and live computer equipment auctions for products and any equipment not easily sold.

In step two, all equipment is cleaned, tested and redistributed with a 30-day warranty. All identification as well as data is removed from each complete system or part.

Any product left over is deemed unusable and is scrapped. Metals are sorted and distributed.

In step three, all equipment is redistributed with no warranty (as-is). All identification as well as data is removed from each complete

system or part.

Throughout the three steps the focus is to treat each piece of equipment as a reusable commodity, redirecting the flow of outdated equipment back into the marketplace avoiding landfills.

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

Lion Surplus collects all e-waste and wipes all drives. Hard drives are destroyed and computers are recycled through UNICOR. UNICOR is a self-sustaining, self-funded corporation established in 1934 by executive order to create a voluntary real-world work program to train federal inmates.

Penn State Lion Surplus also has an Electronics Recycling Day for Faculty, Staff, and Students.

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

Lion Surplus hosts Electronics Recycling Day for Faculty, Staff, and Students.

Flyer from this year's Electronics Recycling Day:

Electronics Recycling Day

No need to keep storing stuff you no longer use.

Penn State employees, staff and students are encouraged to participate in the Electronics Recycling Day hosted by Keystone State Auctioneers (KSA) and Lion Surplus. The event will collect old electronic equipment and dispose of it in an environmentally safe way for free.

Where: Lion Surplus Building on Services Road (behind the Lewis Katz Law School Building)

Date: Friday, April 30, 2010

Time: 7:00 a.m. to 6:00 p.m.

Accepting: PCs, monitors, hard drives, keyboards, mice, peripherals, printers, circuit boards, laptops, DVD players, electric typewriters, fax machines, cell phones, modems, pagers, PDAs, VCRs, word processors, and other electronics

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

<http://www.green.psu.edu/psuDoing/recycling/computers.asp>

Hazardous Waste Management

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? :

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste :

Penn State has had a policy requiring the reduction in volume or toxicity of hazardous waste since 1988.

<http://guru.psu.edu/policies/SY20.html>

"Departments that generate hazardous chemical wastes shall ensure that a waste reduction program is in effect and that it is being adhered to." The policy lists examples of ways to reduce by "making substitutions, purchasing smaller quantities, implementing a chemical inventory to prevent duplication, and integrating microscale techniques in inorganic and organic chemistry labs". The Senior Vice President for Finance and Business establishes and approves the policy and procedure for hazardous waste disposal within the environment of The Pennsylvania State University.

PSU also has several other policies that reduce universal and other non regulated waste. Other steps taken to reduce waste include:

- Chemical redistribution program
- Mercury Thermometer and Barometer exchange with non-hazardous equivalents
- Battery recycling
- Fluorescent bulb recycling
- Implemented university-wide chemical inventory software
- Microscale chemical use in all undergraduate chemical lab classes
- Laboratory chemical cleanouts
- Pesticide Program

- Solvent distillation units
- Beneficial use of coal ash

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

Penn State has contracts in place with fully licensed vendors for hazardous waste disposal, fluorescent lamp recycling, and waste oil recycling for the wastes generated at the University. The University works with our hazardous waste vendor to dispose of our waste, both hazardous and non-hazardous, using the following hierarchy in determining the disposal method; recycle, treat, stabilize, incinerate, landfill. The fluorescent lamp recycler recycles all parts (glass, metal, and mercury) of the fluorescent lamps. The waste oil recycler recycles our waste oil and also recycles or treats our glycol containing liquids, depending on the concentration of the glycol in the waste. The University has also started to use a compressed gas cylinder recycling company to recycle our “waste” compressed gases.

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

<http://www.ehs.psu.edu/hazmat/index.cfm>

Responsible Party

Jennifer Oliver
Energy Intern
Office of Physical Plant

Submission Note:

Furniture Re-use

<http://www.green.psu.edu/psuDoing/FurnitureRe-use.asp>

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

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

Yes

A brief description of the program :

Penn State's Furniture Re-use Program collects and redistributes furniture among Penn State University offices.

Lion Surplus also operates a public sales store open to students, faculty, staff, and the general public. Lion Surplus disposes of University-owned equipment such as desks, chairs, filing cabinets, electronics, and scientific equipment through sales, bids, or auctions.

The website URL where information about the program is available :

<http://www.surplus.psu.edu/>

Limiting Printing

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

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

Yes

A brief description of how printing is limited :

Students may print up to 110 black-and-white pages each semester. After 110 pages, each additional page on non-color printers cost \$0.05, regardless of how much is printed on the paper, or if one or two sides are used. Additionally, individual jobs are limited to 100 pages but users can change this.

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

<http://clc.its.psu.edu/Printing/Limits/>

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

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

Yes

A brief description of the practice :

Course schedules and semester offerings can be found online at the University Registrar's Schedule of Courses website:

<http://soc.our.psu.edu/>

Classes are scheduled online using the student's Elion page (elion.psu.edu). Additionally, the advising handbook for course sequencing can be found online and the student's degree audit and transcripts are online.

The Penn State directory is online and lists contact information for students, faculty, and staff. This can be found at:

<http://www.psu.edu/ph/>

The website URL where information about the practice is available :

Chemical Reuse Inventory

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

Yes

A brief description of the program :

PSU has implemented a university-wide, mandatory chemical inventory system – CHIMS. This is a software package purchased through Stanford. In addition, PSU coordinates a successful chemical redistribution program where faculty, through email, are provided a list of chemicals available from other laboratories. The University also encourages faculty that are leaving the University to give chemicals they are leaving behind to their colleagues at Penn State, as part of our laboratory close-out procedure.

The website URL where information about the practice is available :

Move-In Waste Reduction

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

Yes

A brief description of the program :

Penn State's waste management crew, provide roll offs for the collection of cardboard at various locations and we are on stand-by for waste pick ups as they occur through the move-in event.

Our recycling bins and dumpsters are in place to accommodate the needs of those visiting campus.

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

"---" 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 :

Penn State's Trash to Treasure event (T2T) collects donated goods and sells them in a one day sale. The program raises approximately \$50,000 for the Centre County United Way and saves more than 60 tons of usable goods from going to a landfill.

Beginning the week before finals, collection bins are placed in residence halls. Specific areas in the dorms are designated for rugs and furniture. The placement of 17 roll offs throughout campus for waste collection is accompanied by the Trash to Treasure Sale (T2T) program. Penn State and United Way volunteers sort the goods and man the sale held at Beaver Stadium.

<http://www.green.psu.edu/psuDoing/trashtotreasure.asp>

<http://www.trashtotreasure.psu.edu/default.shtml>

The website URL where information about the program is available :

<http://www.opp.psu.edu/about-opp/recycling/special-events>

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

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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 :

995368965 Gallons

Water consumption, performance year :

891615973 Gallons

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

07/01/10 to 06/30/10

On-campus residents, 2005 :

13863

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

35766

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

5263

On-campus residents, performance year :

13900

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

41182

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) :

07/01/10 to 06/30/10

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

Yes

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

As part of the Finance and Business Environmental Stewardship Key Initiative, we have a goal to: Ensure efficient use and conservation of energy, water, and other resources.

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

<http://www.fandb.psu.edu/fandb/keyinitiatives/Environmental-Stewardship.cfm>

Stormwater Management

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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 :

The University monitors over two dozen stormwater facilities continuously and makes changes or improvements to them as required. Additionally, the University is always installing new and innovative facilities to reduce the quantity of runoff and improve the quality of runoff from its campuses. Example recent projects can be found on the web at:

<http://www.opp.psu.edu/about-opp/divisions/ee/engineering/eng-resources/new-stormwater-projects>

-at-up

Additionally, the University has created a Stormwater Management magazine describing its initiatives and facilities. This magazine is also located on the web at:

<http://www.opp.psu.edu/about-opp/divisions/ee/engineering/eng-resources/Stormwater>

Magazine.pdf

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

<http://www.opp.psu.edu/about-opp/divisions/ee/engineering/eng-resources/stormwater>

Does the institution have a living or vegetated roof? :

Yes

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

The University currently has four buildings with green roofs: the Forestry Building, the vegetable cellar, the Dickinson School of Law, the Health Services Building, and a fifth green roof for the new Millennium Science Complex building.

The Penn State Center for Green Roof Research is located at the University Park Campus in the College of Agricultural Sciences.

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

The University has had two porous "asphalt" pavement parking lots, both of which did not meet expectations. Porous "asphalt" pavement is now prohibited. The University has several other examples of porous pavement, which are structural soils.

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

The University uses Bioretention as a method of treating stormwater by pooling water on the surface and allowing filtering and settling of suspended solids and sediment at the mulch layer, prior to entering the plant/soil/microbe complex media for infiltration and pollutant removal. Rain gardens or bioretention techniques are used to accomplish water quality improvement and water quantity reduction.

Many of these systems at University Park are structurally lined so that they do not infiltrate water into the subsoil.

Does the institution have stone swales? :

Yes

A brief description of the institution's stone swales :

At University Park, numerous hard armored conveyance swale types have been used around campus. Interlocking concrete block swales, concrete swales, fabri-form concrete mates, gabion basket, reno mattresses, and the more common rip rap stone are some examples of the stone swale styles used.

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

The University owns numerous grass lined swales, however, these swales cannot adequately provide long term stability for high flow or slope channels so stone swales are also used on campus.

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 :

The University also uses the following as other methods of stormwater management on campus:

- dams
- surface ponds
- subsurface and detention facilities
- infiltration facilities

- wetlands
- storm drains
- water quality inlets
- oil/water separators
- energy dissipators and level spreaders

For details about these other strategies, please see the stormwater magazine:

<http://www.opp.psu.edu/about-opp/divisions/ee/engineering/eng-resources/Stormwater%20Magazine.p>

df

Waterless Urinals

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

Does the institution use at least one waterless urinal? :

Yes

A brief description of the technology employed :

Medlar Field at Lubrano Park, Penn State's baseball ballpark, was the first LEED certified stadium in the US. It features 25 waterless urinals in the public men's lavatories and in the team locker rooms. We also have 4 waterless urinals at our new Beard Softball stadium and 8 at Beaver Stadium, our football field.

http://www.cfs.psu.edu/resources/greenbuildingtours/Medlar_Field_at_Lubrano_Park/files/sellfolio.html

The website URL where information about the technology is available :

http://www.cfs.psu.edu/resources/greenbuildingtours/Medlar_Field_at_Lubrano_Park/files/sellfolio.html

Building Water Metering

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

"---" 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 :

Water consumption is monitored closely at Penn State. The potable water system on the University Park campus is owned and operated by the University. It consists of 7 production wells, storage tanks, treatment systems, connections with the local water authority for exchange and over 26 miles of distribution pipe.

There are 435 metered connections. All building water use at University Park is metered. The majority of these are at the building-level, although some may be for clusters of buildings(ex: Farm Buildings). Meters are read monthly and consumption data is stored in the ITRON Enterprise Energy Management (EEM) Suite.

The percentage of building space with water metering :

100

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

"---" 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 :

The new Millennium Science Building will utilize rainwater harvesting which includes a cistern for storage and connection to the irrigation system for the landscape plants on the plaza.

The new Gary Schultz Childcare Center at Hort Woods also collects rainwater, includes a cistern for storage and will be used for toilet flushing.

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 :

Responsible Party

Shelley McKeague

Environmental Compliance Specialist
Engineering Services

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

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

No

A brief description of the program or practice :

N/A

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

Weather-Informed Irrigation

Responsible Party

Shelley McKeague

Environmental Compliance Specialist

Engineering Services

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

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

No

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

N/A

The website URL where information about the practice is available :

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

Erik Foley
Director
Campus Sustainability Office

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 :

Penn State University is a large, multi-site institution with over 25,000 full-time employees and 90,000 students. There are many sustainability committees in various academic colleges, administrative units and at our 19 campuses. Together the membership of these unit-level committees could reach 200 - 300 people.

We currently have two institution-wide sustainability committees: the Finance and Business Environmental Stewardship Key Initiative Committee and the Strategic Sustainability Planning Committee.

The Environmental Stewardship Key Initiative carries over from the previous strategic plan. In the past three years it has taken major steps to improve environmental consciousness among students, as well as attract national recognition for the University's commitment to green practices.

Although many of these practices have been successfully set in motion, there is still more that this initiative plans to accomplish. Minimizing the use of energy and other resources remains a key goal, and becoming a role model for other universities continues to be an objective.

Vision

The Environmental Stewardship Initiative strives to identify specific actions and objectives aimed at conducting the University's business in a manner that demonstrates a commitment to environmental stewardship and moves the University toward sustainable practices.

Members of the committee, including affiliations :

Finance and Business Environmental Stewardship Key Initiative Committee Members:

Steve Blazer — Auxiliary & Business Services, Purchasing
Mark Bodenschatz — Intercollegiate Athletics
Duane Bullock — Auxiliary & Business Services, Purchasing
Maurine Claver — Office of Physical Plant, Environmental Health & Safety
Rob Cooper — Office of Physical Plant, Energy and Engineering Services
Ed Dankanich — Penn State Harrisburg, Director of Business Services
Teresa Davis — Auxiliary & Business Services, Transportation
Lee Erwin — Auxiliary & Business Services, Housing & Food Services
Erik Foley — Office of Physical Plant, Campus Sustainability Office
Joyce Haney — Auxiliary & Business Services, Purchasing
Wendy Jones — Auxiliary & Business Services, Marketing
David Manos — Auxiliary & Business Services, Housing
Al Matyasovsky — Office of Physical Plant, Waste Management
Lloyd Rhoades — Office of Physical Plant, Central Services
Paul Ruskin — Office of Physical Plant, Communications
Gordon Turow — Office of Physical Plant, Campus Planning & Design

Strategic Sustainability Planning Committee Members:

Damon Sims, Vice President of Student Affairs
Steve Maruszewski, Assistant Vice President, OPP
Tom Richard, Director, Penn State Institutes of Energy & the Environment
Denice Wardrop, Asst. Director, Penn State Institutes of Energy & the Environment
David Riley, Director, Center for Sustainability
Lisa Brown, Asst. Director, Center for Sustainability
Sue Barsom, Assoc Director, Center for Sustainability
Gerry Susman, Professor Emeritus, Smeal College of Business
Nancy Franklin, Director of Strategic Initiatives, Outreach
Erik Foley, Director, Campus Sustainability Office
Louise Sandmeyer, Executive Director, Office of Institutional Planning and Assessment
Chris Falso, student, Sustainability Coalition

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

<http://www.fandb.psu.edu/fandb/keyinitiatives/Environmental-Stewardship.cfm>

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The Campus Sustainability Office was established in November 2008. Since then, we have been dedicated to providing the Penn State community with the necessary tools to work towards the University's vision of sustainable operations and development. The Campus Sustainability Office is a leader in promoting and ensuring environmentally-safe activity at Penn State.

MISSION

To lead and support financial and ecologically responsible campus sustainability initiatives through stakeholder engagement, education, and collaborative project development, implementation, and evaluation.

The Office supports activities through partnerships across the Penn State system including Commonwealth Campuses and the World Campus.

The number of people employed in the sustainability office :

3

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

<http://www.green.psu.edu/psuDoing/CSO.asp>

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Erik Foley

Sustainability coordinator's position title :

Director, Campus Sustainability Office

A brief description of the sustainability coordinator's position :

The Penn State Campus Sustainability Office Director is responsible for working with partners in operations, teaching, research, and student affairs to develop policies, programs and business practices that improve the environmental performance of the institution through the education and engagement of employees and students, the tracking and assessment of university sustainability indicators, the development of whole-systems process improvement tools and standards, communications between and about Penn State sustainability initiatives, and strategic planning and assessment related to Penn State sustainability strategy.

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

<http://www.green.psu.edu/psuDoing/CSO.asp>

Responsible Party

Erik Foley

Director

Campus Sustainability Office

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 :

2009

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

Yes

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

The Penn State Strategic Plan "Priorities for Excellence" emphasizes the environmental aspect of sustainability from the very beginning, placing it as a major driver in the introduction and listing it as a guiding value of the institution.

From the introduction:

"Despite the obvious challenges, these are also times of opportunity in which we must move forward strategically, recognizing that we always have finite resources. We must innovate. We must prioritize. We must continue to think boldly. Penn State can do more than withstand the current challenges; it can emerge as an even stronger institution that is highly competitive among its peers. A key to emerging a stronger university will be creating a sustainable university, not just in conventional environmental terms, but sustainable in a wide array of resource dimensions, including fiscal sustainability."

As a guiding value:

"Environmental sustainability is researched, taught, promoted and practiced."

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 :

The Penn State Strategic Plan "Priorities for Excellence" emphasizes the social dimensions of sustainability by including commitments to ensuring accessibility/affordability, an awareness of global issues and the importance of cultural diversity, a commitment to ethics education, and a renewed dedication to our nationally recognized Framework for Fostering Diversity in all our operations and programs.

These themes are emphasized in the strategic plan and in our "Framework for Diversity" which features seven pillars or challenges Penn State is committing to facing. This framework, adopted in 1998, is again emphasized in our current strategic plan. More on this nationally recognized framework and the indicators used to evaluate its success at:

<http://www.equity.psu.edu/Framework/index.asp>

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 :

The Penn State Strategic Plan "Priorities for Excellence" emphasizes both the external--economic development in the community and state--and internal--operational cost reduction, total cost of ownership considerations--economic dimensions of sustainability by placing it in several areas. Two examples are sustainability's place in Penn State's proud tradition of public service and outreach:

"As part of its land-grant mission, Penn State serves the people of the Commonwealth in a role that is far larger than simply educating its citizens in the University's classrooms. . . This mission is crucial to Penn State, but in tough economic times, the nature of the mission will need to be adapted because of the changing nature of financial support, new technologies for delivery, and the desire to include more areas of the University to address the Commonwealth's increasingly complex social, economic, and environmental challenges."

This strategic priority has already manifested in a number of leading online and in-person credit and non-credit courses delivered via Continuing Education and World Campus, energy and environmental services provided by the Small Business Development Center, alternative energy assistance and sustainable agriculture training provided by Cooperative Extension, and award-winning programming produced by WPSU TV and radio including Liquid Assets, a nationally recognized documentary about the United States' aging water infrastructure. These are just some examples of how Penn State actively engages with the economic dimension of sustainability for and with our external customers and partners.

INTERNAL

Sustainability sits squarely in one of the main seven strategic goals in the plan. An excerpt below from the section "Goal 7: Control Costs and Generate Additional Efficiencies" explains the university's goal and commitment to the economic dimensions of sustainability:

INTERNAL

"7.8 Strategy: Establish and Foster Sustainable Environments

Action:

The increasing pressures on global resources and environmental conditions make it imperative that Penn State embrace sustainability in its many dimensions in ways that would position the University as a leader nationally and internationally. The University can demonstrate its leadership in terms of the incorporation of sustainability in its educational programs, in its research and knowledge creation about global issues surrounding sustainability, and in operating its multitude of facilities across the Commonwealth. In keeping with the theme of prioritization and excellence, strategies to embrace sustainability efforts are offered with the expectation that short-term investments will be necessary but that they can lead to long-term savings. The current economic and environmental crises affecting a wide range of everyday existence for most of the Penn State community and its constituencies provide a platform from which responses can consider the impacts on sustainability. Energy and the environment are two critically important dimensions of sustainability, but there are far more dimensions that can be considered. Penn State has been a leader in many aspects of sustainability education and operations from its support for the Center for Sustainability to its purchases of green power. The University benefits greatly from cooperation among many academic and administrative units in making these advances possible. There are numerous academic-administrative partnerships with students and researchers in areas such as emission reduction and the efficient use and conservation of resources. Also, Finance & Business has earned multiple awards in the area of environmental stewardship, with programs such as the use of biofuels in its service fleet, adoption of a new LEED policy for all new buildings, reductions in the University's greenhouse gas emissions, encouraging bicycle use, an increased recycling effort that already has resulted in 57 percent recycling rate of all Penn State municipal solid waste, and much more."

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

<http://www.strategicplan.psu.edu/StrategicPlancomplete.pdf>

Physical Campus Plan

Responsible Party

Erik Foley
Director
Campus Sustainability Office

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.

Submission Note:

In 2010, the Office of Physical Plant's Campus Planning and Design is updating the Guiding Principles for Campus Master Planning to include sustainability as an integrated priority through-out all principles as well as a stand-alone principle. More information on the current status of this effort can be obtained at the link provided above and/or by contacting the Penn State Office of Physical Plant's Campus Planning and Design office.

Penn State has 800 acres designated as environmental resources; this is not an amendment, but part of the plan.

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

Does the institution's physical campus plan include sustainability at a high level? :

Yes

A brief description of how the physical campus plan or amendment includes sustainability :

Penn State University consists of 19 campus locations across Pennsylvania with the 7,200 acre University Park campus being the largest. A Campus Master Plan was developed for University Park in 1999 and additional master plans for other campus locations have been developed and continue to be developed.

The comments below address how sustainability was integrated into the University Park Campus Master Plan. The following goals speak directly to the university's inclusion of sustainability in our physical campus planning at a high level:

"1.3.3 Protection and Extension of Open Space Quality

While the core campus has historically been identified with an attractive and memorable landscape of broad lawns and mature shade trees, the perimeter areas of the campus lack these same placemaking characteristics. There is a need to improve the overall image of the campus by expanding the orderly open space structure of the core campus to include the campus perimeter areas.

1.3.4 Response to Environmental Constraints

Given the increasing pressures of continued growth on the local environment, it is important that the University plan its facilities in a manner that responds appropriately to the need to protect the quality of surface waters, the University well system, and the natural environment."

Much of the above is being accomplished through the designation of Environmentally Sensitive Areas that include groundwater recharge areas, natural heritage areas, and green space. We have mapped these areas and they are shown here:

<http://www.opp.psu.edu/about-opp/divisions/cpd/images/s-5-3%20Environ-1.pdf>

The year the physical campus plan was developed or adopted :

1999

The website URL where the physical campus plan is available :

<http://www.opp.psu.edu/planning-construction/master-plans/university-park-campus-master-plan/university-park-campus-master-plan-1>

Sustainability Plan

Responsible Party

Erik Foley

Director

Campus Sustainability Office

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:

Starting in February 2010, a multi-stakeholder committee was formed to develop a Strategic Plan for Sustainability at Penn State. Since that time, the committee has held visioning sessions with partner corporations, University executive leadership, and internal and external stakeholders from across the institution.

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

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

No

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

We have a draft plan that has been approved by the President of Penn State, but it has not yet been approved by the Board of Trustees. It will be presented to them this summer.

A brief description of the plan's measurable goals :

All members of the Penn State community will realize, advocate, and contribute to sustainability literacy.

Penn State will actively develop and deploy the knowledge, science, and art of sustainability.

Penn State will exercise leadership in the identification, application, and diffusion of innovations in sustainability technologies, policies, and practices.

For the specific goals under these broader goals, visit:

<http://www.green.psu.edu/SustPlan/plan.asp>

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

The planning committee has created a matrix outlining who is responsibility for each goal and we will have metrics associated with each goal as well.

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

<http://www.green.psu.edu/SustPlan/default.asp>

The year the plan was developed or last updated :

Climate Action Plan

Responsible Party

Erik Foley
Director
Campus Sustainability Office

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 :

The development of a long-term greenhouse reduction goal is under discussion at the time of this report.

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

As part of the Finance & Business Strategic Plan Environmental Stewardship Key Initiative, in 2007, Penn State unveiled a 5 year plan for reducing greenhouse gas emissions by 17.5% by 2012 (2005 baseline). As of the FY09/10 inventory, we are currently at 15.2%.

Year the climate plan was formally adopted or approved :

2007

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

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

The reduction level (percentage) institution has committed to :

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

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

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

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

<http://www.ghg.psu.edu/>

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

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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.

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

Does the institution have a diversity and equity committee? :

Yes

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

Commission for Women:

<http://www.equity.psu.edu/cfw/>

-Identifies areas of concern for the women faculty, exempt and non-exempt staff, technical service and administrative, as well as graduate and undergraduate students of Penn State. It is a forum for exchanging ideas that can translate into improved practices to support women at Penn State. The President appoints the members of the commission as an advisory group to recommend policies and programs to enhance the University's working and learning environments

Commission on Racial/Ethnic Diversity:

<http://www.equity.psu.edu/cored/>

The Commission on Racial/Ethnic Diversity (CORED) was appointed in 1989 as a University-wide advisory body to the President of Penn State in matters relating to racial and ethnic diversity. CORED also serves as a resource for all University departments and individuals seeking to improve Penn State's climate for diversity. The Commission is dedicated to enhancing the University's climate for diversity at all its locations in the Commonwealth.

Commission on Lesbian, Gay, Bisexual, and Transgender Equity:

<http://www.equity.psu.edu/clgbte/>

Created in 1991, the Commission on Lesbian, Gay, Bisexual, and Transgender Equity is an advisory group to the President. The purpose of the Commission is to improve the climate for diversity within Penn State and specifically to address issues affecting the welfare of

STARS Reporting Tool | AASHE | Sierra Magazine

lesbian, gay, bisexual, and transgender (LGBT) members of the University community.

Equal Opportunity Planning Committee:

<http://www.equity.psu.edu/eopc/>

Formed in 1983, the mission of the Equal Opportunity Planning Committee (EOPC) is to promote greater equity for historically underrepresented groups within the University and/or those groups that have been historical targets of discrimination. The primary task of EOPC is overseeing the allocation of institutional funding to Penn State units for developing and implementing programs and activities intended to advance the diversity mission of the University. Funding from EOPC is intended to provide seed money for innovative pilot programs and existing initiatives which create and support a climate of equity throughout Penn State. Programs funded initially by EOPC that prove to be successful should, in time, become part of a unit's regular operating budget or obtain support through external funding sources. EOPC will fund ongoing projects in decreasing increments for a period not to exceed five years. After five years, EOPC will not fund projects even if program support has not shifted to the unit or external sources.

Disability Advisory Group:

Established in 2007, assists in supporting the full inclusion and participation of faculty, staff, and students with disabilities within the University community. Membership includes representatives from the Office for Disability Services, Affirmative Action Office, Office of Human Resources, faculty, staff and students at University Park and campuses.

Administrative Council on Multicultural Affairs:

The Administrative Council on Multicultural Affairs is a long-standing group convened by the Vice Provost for Educational Equity (Chief Diversity Officer) and consisting of the multicultural officer from each college as well as representatives from Undergraduate Admissions, Graduate Educational Equity, the Honors College, recruitment centers, the Career Center, Student Aid, Multicultural Resource Center, Women in Sciences and Engineering Institute (WISE) and Penn State Campuses other than University Park.

Campus Environment Team, University Park:

One long-standing advisory body, which was formed in 1987, is the Campus Environment Team (CET). This group, which is comprised of high-ranking staff representing various offices including Educational Equity, Public Relations, Affirmative Action, Student Affairs, University Police, Undergraduate Education and Human Resources that works to address diversity issues, acts of intolerance, and related issues. The team was charged initially with designing and implementing university-level responses to acts of intolerance. Over time the role of CET has evolved to one of continuous monitoring of problematic aspects of the University climate (related and unrelated to diversity initiatives) through weekly meetings. The goal is to anticipate issues and help create a more dynamic educational environment. Occasionally, CET has undertaken proactive efforts to raise awareness and to communicate important University values. In addition to the University Park Campus Environment Team, several campuses also have a formal Environment Team or Response Team in place.

University Faculty Senate, Standing Committee on Educational Equity and Campus Environment:

http://www.senate.psu.edu/about_senate/committees/eece/eece.html

The Committee on Educational Equity and Campus Environment, in conjunction with other Senate Committees and other bodies outside of the University Faculty Senate (e.g., Commission on Racial/Ethnic Diversity), will recommend policy and advise the University on activities to improve the campus environment and educational equity across the entire University at all of its campuses. The Committee will initiate joint explorations and investigations with other Senate standing committees to ensure diversity and equity issues are integrated throughout Senate deliberations. It shall be the Senate advisory body to the Vice Provost for Educational Equity. The purview of the Committee shall include, but not be limited to recruitment efforts, admissions policy, housing practices, curriculum review and development, graduation demographics, student life issues and outreach as they relate to matters of equity and diversity. The Committee will not only participate in the current strategic planning activities for the University, but will also develop and maintain an action plan for the University Faculty Senate specifically addressing the challenges as outlined in the University's diversity strategic plans. The

committee shall report regularly to the Senate.

Members of the committee, including job titles and affiliations :

Membership lists for the Commissions are available on their respective Web sites. Each has approximately 25 to 35 full members and anywhere from a dozen to over a hundred affiliates. See above description for affiliations. 2010-11 Chairs:

- CFW: Karin Foley, Associate Dean, Eberly College of Science, Penn State University Park
- CORED: Theresa Bonk, Director of Student Affairs, Penn State New Kensington; and Moses Davis, Assistant Director of Residence Life, Penn State University Park
- CLGBTE: Matthew Rupert, Academic Advisor, Penn State World Campus

Membership of ACMA and CET are not made public; both groups are convened by the Vice Provost for Educational Equity (Chief Diversity Officer). See above description for affiliations.

Membership of the Disability Advisory group is also not public. The group is convened by the Director of the Office for Disability Services, William J. Welsh.

Membership for the University Faculty Senate EECE committee is available on the Web site. See above description for affiliations. 2010-11 Chair: Robin Bower, Associate Professor of Spanish, Department of the Liberal Arts, Penn State Beaver.

The website URL where information about the diversity and equity committee is available :

<http://www.equity.psu.edu/>

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

Diversity is an integral part of the University's strategic planning process through the document, A Framework to Foster Diversity at Penn State: 2010-15.

Created in July 1990, the Office of the Vice Provost for Educational Equity was originally charged to foster diversity at Penn State. In 2001 the mission expanded to support educational access for targeted groups of low-income, potential first-generation college students both here at Penn State and at sites throughout the state.

Beyond the University, in targeted high schools and counties, the office helps low-income youth and adults to overcome the social, cultural, and educational barriers to success in higher education. Within the University, the office supports and evaluates the many diversity initiatives and serves as an advocate for a range of populations. These include historically underrepresented racial/ethnic minorities; persons with disabilities; persons from low-income families who would be the first generation to college; veterans; lesbian, gay, bisexual, and transgender persons; and women.

Offices in the Office of the Vice Provost for Educational Equity include:

Central Services
Student Services

Additionally, each Penn State academic college employs a diversity officer who is involved in the college's diversity efforts. Many of the diversity officers are at the cabinet level. Information on each college's diversity office can be found on their respective Web site, which can be accessed through

<http://www.psu.edu/ur/cmpcoll.html>

The number of people employed in the diversity office :

80

The website URL where information about the diversity and equity office is available :

<http://www.equity.psu.edu/>

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Dr. W. Terrell Jones

Diversity coordinator's position title :

Vice Provost for Educational Equity

A brief description of the diversity coordinator's position :

The Vice Provost for Educational Equity position was established in 1989. The vice provost is responsible for leading the implementation of the University's strategic plan for diversity, A Framework to Foster Diversity at Penn State; overseeing all aspects of the offices comprising the Office of the Vice Provost for Educational Equity (see above); serving as an ex-officio member of the Commission for Women, Commission on Racial/Ethnic Diversity, and Commission on Lesbian, Gay, Bisexual, and Transgender Equity; convening the Campus Environment Team and Administrative Council on Multicultural Affairs; and working closely with the University's Provost, President, and Board of Trustees to identify and advance areas critical to Penn State's diversity goals. The vice provost sits on the President's Council, and the Academic Leadership Team to ensure that Diversity is a consideration in all major discussions.

The website URL where information about the diversity and equity coordinator is available :

<http://www.equity.psu.edu/>

Measuring Campus Diversity Culture

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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.

Submission Note:

The most recent Framework assessment review was conducted in Spring/Summer of 2010. Results are available at

<http://www.equity.psu.edu/Framework/Updates/index.asp>

Posted documents include: unit final progress update under 2004-09 Framework cycle, review team feedback, and responses from unit; unit strategic plans for the 2010-15 Framework cycle, review team feedback, and responses from unit; best practices and analysis.

A set of Strategic Indicators relevant to A Framework to Foster Diversity at Penn State have been identified and were last updated in 2009. The Framework Strategic Indicators are available at

<http://www.equity.psu.edu/Framework/indicators/index.asp>

The Faculty/Staff Survey is administered every 4 years, the most recent being 2008. Results are available at

<http://facultystaffsurvey.psu.edu/>

Selected results related to A Framework to Foster Diversity at Penn State are available within the Framework Strategic Indicators at

<http://www.equity.psu.edu/Framework/indicators/index.asp>

Penn State participated in NSSE spring 2008; Penn State Pulse Surveys and Student Satisfaction Survey are conducted annually.

<http://studentaffairs.psu.edu/assessment/>

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

A brief description of the assessment(s) :

Penn State assesses attitudes about diversity and equity and progress and accomplishments related to The Framework to Foster Diversity at Penn State, the University's strategic plan for diversity, in several ways:

Diversity Strategic Planning

Educational Equity was commissioned to develop the University's first strategic plan for diversity, A Framework to Foster Diversity at Penn State: 1998–2003, to provide a more systematic and systemic approach to attaining the University's diversity goals. Analysis of diversity initiatives throughout the University resulted in identification of seven Challenges that would guide Penn State's diversity efforts in a comprehensive way. Given the progress fostered through the previous decade of diversity strategic planning, it was clear that the seven Challenges continue to be our best means for guiding multicultural transformation and will likely remain so for some time. Shifting focus away from micro-level reporting in favor of demonstrating macro-level progress in achieving goals for each Challenge represents the next level of advancement. The seven challenges include:

Campus Climate and Intergroup Relations

1. Developing a shared and inclusive understanding of diversity
2. Creating a welcoming campus climate

Representation (Access and Success)

3. Recruiting and retaining a diverse student body
4. Recruiting and retaining a diverse workforce

Education and Scholarship

5. Developing a curriculum that fosters United States and international cultural competencies

Institutional Viability and Vitality

6. Diversifying university leadership and management
7. Coordinating organizational change to support our diversity goals.

A history and overview of the evolution of the Framework and the review process is available at

<http://www.equity.psu.edu/Framework/Updates/overview.htm>

Assessment of diversity strategic plans:

The most unique feature of the Framework and one of its greatest strengths is the review process. The reviews are comprehensive and participatory and feature the unique public accountability of final materials being posted on the Office of the Vice Provost for Educational Equity Web site. Each strategic planning unit submits a diversity strategic plan based on the Framework, and its own planning goals, to Educational Equity at the beginning of the planning period. These plans are reviewed concurrently with the final update reports from the previous planning period. Progress updates are then submitted by each planning unit at the midpoint and end of each planning cycle. A specific set of assessment questions regarding unit-level implementation guide the updates. Unit diversity strategic plans and updates are evaluated by review teams that are representative of broad constituencies across the University. Review team membership includes faculty, staff, students, and administrators, including representatives from Commission for Women, Commission on Racial/Ethnic Diversity, Commission on Lesbian, Gay, Bisexual and Transgender Equity, University Faculty Senate, campuses, and diversity student organizations.

Review team feedback reports are provided to the provost and the vice provost for Educational Equity, who then meet with each unit executive for discussion. The units have an opportunity to make a written response to the feedback reports following the meeting.

The Web site maintains a comprehensive repository of unit diversity strategic plans, updates and feedback reports from each Framework cycle.

<http://www.equity.psu.edu/Framework/Updates/index.asp>

A history and overview of the evolution of the Framework and the review process is available at

<http://www.equity.psu.edu/Framework/Updates/overview.htm>

Strategic Indicators

An important step in advancing the Framework is identification of a set of University-wide performance indicators by which the University's progress under each Challenge can be gauged. The Office of the Vice Provost for Educational Equity has compiled a set of indicators, which are published on-line as a complimentary document to the Framework. These indicators are not linked to particular activities, but are designed to monitor progress under each Challenge that can be attributed to the combined effect of all efforts in support of that Challenge.

The Framework strategic indicators are available at

<http://www.equity.psu.edu/Framework/indicators/index.asp>

Faculty/Staff Survey

Penn State conducts a comprehensive employee satisfaction survey on a four year cycle. The most recent survey was conducted in 2008. The Faculty/Staff Survey contains a bank of questions regarding diversity that provide a University-wide assessment of attitudes about diversity. Additionally, the responses to all of the questions are disaggregated according to a number of demographic factors, including those reflecting diversity.

Penn State's 2008 Faculty/Staff Survey, sponsored by the Office of the President and coordinated by the Penn State Office of Human Resources, received responses from over 8,400 full-time faculty and staff for a 51.4% return rate. The survey featured several new questions in addition to items used in previous surveys in order to measure overall satisfaction and engagement among faculty and staff. The major sections in the survey were Attitudes and Practices, Diversity, Administrative Practices and Activities, and Overall Impressions.

Overall results are shared with the University community on the Office of Human Resources Web site and through a series of articles published on the Penn State newswires (which reach all University employees and students), one of which focused around diversity. Comprehensive results for each unit, disaggregated by demographic factors, are shared with the unit executive.

Overall results and articles about the 2008 Faculty/Staff survey are available at

<http://facultystaffsurvey.psu.edu/>

Student Surveys

Student Affairs Research and Assessment (SARA) provides leadership and service to the Division of Student Affairs in assessing, identifying and measuring learning outcomes, educational programming, and strategic planning. The data gathered by SARA helps administrators, staff, and faculty better understand the needs, experiences, and outcomes of Penn State students. Such assessments drive data-driven decision making in the Division of Student Affairs and in the broader University community.

Penn State Pulse is a survey initiative using Web and phone surveys designed to get a better understanding of students' opinions on a wide-ranging list of subjects. As of May 2010, 158 Penn State Pulse surveys have been completed. High participation rates, large respondent numbers, and verification that the demographics of respondents are consistent with the population suggest that the survey results are generally representative of the student body. Results are posted online and are shared with University administrators, staff,

faculty, and students.

Penn State also participates in the National Survey of Student Engagement (NSSE). The National Survey of Student Engagement (NSSE) was administered during Spring semester 2008 to degree-seeking, first-year and senior students at University Park. Based on Fall 2007 enrollment, there were 7,273 first-year students and 9,675 senior students in the population.

More information about student surveys, analysis and reports are available at

<http://studentaffairs.psu.edu/assessment/>

Additionally, units gather information and data about climate in a variety of ways. These methods include informal town-hall-style discussions, discussions over meals, focus groups, and formal surveys.

Year the assessment was last administered :

2010

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

Survey assessments and strategic indicators provide data that help to identify strengths and opportunities and areas for improvement. The Framework reviews yield rich qualitative information and best practices that suggest policy and initiatives and determine next steps and areas of emphasis for the following Framework cycle.

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

<http://www.equity.psu.edu/>

Support Programs for Underrepresented Groups

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

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

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :

Paul Robeson Cultural Center

<http://studentaffairs.psu.edu/cultural/>

The Paul Robeson Cultural Center provides programs and services that encourage the appreciation of the diverse perspectives, experiences, and cultures of many under-represented communities that comprise the student, faculty, staff, and community population of University Park and State College, Pennsylvania.

FastStart

<http://alumni.psu.edu/network-mentor/faststart>

FastStart is a mentoring program that helps first-year students from African American, Latino/Hispanic, Asian and Asian/Pacific American backgrounds, as well as those students who simply want to get their college careers off to a fast start.

GradStart Graduate Student Mentoring Program

<http://www.gradsch.psu.edu/diversity/gradstart.html>

GradStart is a new mentoring program designed to help underrepresented graduate students make the most of their graduate school career and accomplish their individual goals while at Penn State . Each graduate student who desires to be a part of the program will be matched with an alumnus or alumna and/or a faculty member, and each match will be tailored to meet the needs of the graduate student.

Summer Research Opportunities Program (SROP)

<http://www.gradsch.psu.edu/diversity/srop.html>

SROP is an eight-week research program designed to interest talented undergraduate students from underrepresented groups in academic careers and to enhance their preparation for graduate study through intensive research experiences with faculty mentors. In addition to the research experience, the program includes professional development workshops, seminars, field trips, and social activities.

Office for Disability Services

<http://www.equity.psu.edu/ods/>

Office for Disability Services provides services to students with disabilities at University Park and acts in an advisory capacity to the Disability Contact Liaisons at other Penn State locations. The office, along with the Disability Advisory Group, sponsors “Diversability,” a series of informational programs and activities in celebration of Disabilities Awareness Month.

<http://www.equity.psu.edu/ods/diversability/index.asp>

Ronald E. McNair Post-Baccalaureate Achievement Program (McNair Scholars)

<http://www.gradsch.psu.edu/diversity/mcnair.html>

Ronald E. McNair Post-Baccalaureate works with undergraduate students from disadvantaged backgrounds in order to prepare them to pursue advanced studies in the disciplines of their choosing. The McNair program matches students with a faculty advisor and a staff mentor.

Multicultural Resource Center (MRC)

<http://www.equity.psu.edu/mrc>

Multicultural Resource Center provides undergraduate students of color at University Park with academic and personal support. Discussion groups and mentoring programs are offered.

Student Support Services Program (SSSP)

<http://www.equity.psu.edu/sssp>

Student Support Services Program provides low income, first generation, or students with a physical or learning disability with a variety of services designed to enhance their academic skills, increase their retention and graduation rates, facilitate their entrance into graduate and professional schools, and foster a supportive institutional environment.

Office of Veterans Programs

<http://www.equity.psu.edu/veterans>

Office of Veterans Programs is a comprehensive, direct service unit for veterans and Department of Veterans Affairs benefits recipients.

Women in the Sciences & Engineering (WISE) Institute

<http://www.equity.psu.edu/wise>

Women in the Sciences & Engineering coordinates information, research, and activities for and about women in the sciences and engineering.

Pennypacker Experience

<http://www.science.psu.edu/diversity/pennypacker-experience/BWPPEexperience.htm>

The Pennypacker Experience is a scholarly and diverse living/learning community. Its main goal is to create a supportive educational and social environment for incoming first-year students while simultaneously promoting diversity in gender, race, and ethnic background. Bunton-Waller Fellows and Lenfest Scholars are housed together in Pennypacker Hall, along with students from the FISE House (First-Year in Science and Engineering Program), creating one of the most culturally diverse residence halls on campus. The unique feature about Pennypacker Hall is the availability of specially trained Program Assistants (PAs), in addition to Resident Assistants (RAs), who look to the educational needs of the students. The program provides healthy student-faculty interaction through functions such as luncheons, award ceremonies, the “Take a Professor to Lunch” program, etc.

Commission for Women:

<http://www.equity.psu.edu/cfw/>

Since 1981, the Commission for Women has identified areas of concern for the women employees and students of Penn State. It is a forum for exchanging ideas that can translate into improved practices to support women at Penn State. Its membership represents every employment category: faculty, exempt and non-exempt staff, technical service and administrative, as well as graduate and undergraduate students.

Commission on Racial/Ethnic Diversity:

<http://www.equity.psu.edu/cored/>

The Commission on Racial/Ethnic Diversity (CORED) was appointed in 1989 as a University-wide advisory body to the President of Penn State in matters relating to racial and ethnic diversity. CORED also serves as a resource for all University departments and individuals seeking to improve Penn State's climate for diversity. The Commission is dedicated to enhancing the University's climate for diversity at all its locations in the Commonwealth.

Commission on Lesbian, Gay, Bisexual, and Transgender Equity:

<http://www.equity.psu.edu/clgbte/>

Created in 1991, the Commission on Lesbian, Gay, Bisexual, and Transgender Equity is an advisory group to the President. The purpose of the Commission is to improve the climate for diversity within Penn State and specifically to address issues affecting the welfare of lesbian, gay, bisexual, and transgender (LGBT) members of the University community.

Commission for Adult Learners

<http://www.outreach.psu.edu/commission/>

Penn State's Commission for Adult Learners is composed of faculty, staff, and students from several University locations. Members are dedicated to improving the adult learner experience at Penn State.

Center for Women Students

<http://studentaffairs.psu.edu/womenscenter/>

The Center for Women Students is designed to provide a central focus for meeting the needs of women students. Although it is clear that all units within the University have a responsibility to address these needs, the Center for Women Students provides a point of entry where women students' concerns can be handled directly or referred to appropriate units within the University or local community.

Center for Religious and Ethics Affairs

<http://studentaffairs.psu.edu/spiritual/>

The largest multi-faith center of its kind in the country, The Pasquerilla Spiritual Center is home to the Center for Ethics and Religious Affairs (CERA) at Penn State. CERA aims to promote an environment that stretches beyond tolerance to a genuine appreciation of and respect for religious and spiritual diversity. CERA provides office space to a variety of religious/spiritual student organizations.

Lesbian, Gay, Bisexual, Transgender, and Allies Student Resource Center

<http://www.sa.psu.edu/lgbt/>

Ranked among the best in the country by the Advocate College Guide for LGBT Students, The mission of the LGBT Student Resource Center is to assist the entire Penn State University community in ensuring the inclusion of LGBT persons and in eliminating homophobia and heterosexism at PSU by providing a comprehensive range of direct service, referral, programming, outreach, and education. The LGBT Student Resource Center offers several resources: safe space, peer counseling, a meeting place, and information on anything from coming out to LGBT friendly employers. We also offer a library that contains books, educational and social videos, magazines, and scholarly and non-scholarly journals and articles. The resources are available to all students, staff, faculty, administration and community members. Mentoring programs are also offered.

University Park Undergraduate Association,

<http://www.upua.psu.edu/>

The student government has a Diversity and Student Life chair. Additionally, the UPUA chair is active in each of the University's three equity commissions.

Council of Commonwealth Student Governments (CCSG)

<http://php.scripts.psu.edu/clubs/up/ccsg>

This student governance body represents the concerns and interests of students attending the Commonwealth Campuses/Colleges in matters of a University-wide nature, provides a forum for the exchange and development of ideas. The organization has a "Diversity Affairs" sub-committee under its Student Life committee.

International and Multicultural Student organizations

<http://www.sa.psu.edu/usa/studentactivities/searchresults.asp?orgcat=International/Multicultura>

Achievement Conference

<http://outreach.psu.edu/programs/achievement/>

The annual Achievement Conference is presented by the Black Graduate Student Association and co-sponsored by the Office of the Vice Provost for Educational Equity, the Office of Graduate Educational Equity Programs, the Office of Undergraduate Education, the Commission on Racial/Ethnic Diversity, the Forum on Black Affairs, the Africana Research Center, and the Schreyer Institute for Teaching Excellence. The purpose of the conference is to foster relationships among juniors, seniors, and graduate students of color, along with faculty and administrators. The conference agenda typically includes professional development workshops, a buffet luncheon (for students attending at least one workshop), and keynote speakers. The conference also features a research exhibition for interested conference participants to showcase their work.

Professional Development and Retention Conference

<http://www.gradsch.psu.edu/diversity/pdrc.html>

The annual Professional Development and Retention Conference provides an opportunity for new and returning graduate students from underrepresented groups to meet faculty and staff. The goals of the conference are to assist graduate students in acclimating to the University Park campus; to provide networking opportunities among students, faculty, and staff; to provide information about the University's support services; and to provide information and insights regarding graduate studies and the Penn State community.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :

Senior Faculty Mentor

<http://www.equity.psu.edu/sfm/index.asp>

The senior faculty mentor provides a variety of supportive services to tenure track faculty members belonging to underrepresented racial/ethnic groups to facilitate attainment of tenure and promotion. Services offered include: mentoring; individual consultations regarding progress toward tenure and promotion, including review of dossiers; advice regarding vitae maintenance and development; supplemental travel support to attend conferences; and activities to promote networking and a sense of community including a listserv for disseminating relevant information.

“What’s Diversity Got to Do With It?” annual CORED Promotion and Tenure Symposium

<http://live.psu.edu/story/45406>

For the past five years, the Commission on Racial/Ethnic Diversity, has hosted a tenure and promotion symposium focusing on the needs and concerns of underrepresented faculty. The symposium is presented in collaboration with Commission for Women, Commission on Lesbian, Gay, Bisexual, and Transgender Equity, the Senior Faculty Mentor, and the Vice Provost for Academic Affairs, and features a T&P presentation from the Vice Provost for Academic Affairs, a panel discussion with faculty who have received tenure, and a guest speaker on faculty diversity issues. The symposium complements department and college promotion and tenure programs.

The University’s strategic plan for diversity, A Framework to Foster Diversity at Penn State: 2010-15 has as two goals pertaining to support for diversity faculty “Challenge 4: Recruiting and Retaining a Diverse Workforce” and “Challenge 5: Developing a Curriculum That Fosters United States and International Cultural Competencies.”

<http://www.equity.psu.edu/Framework/index.asp>

Challenge 4 emphasizes appropriate evaluation of diversity scholarship within the tenure and promotion process. Challenge 5 emphasizes integration of diversity scholarship and teaching. Penn State requires 6 credit hours of coursework pertaining to diversity, three devoted to US and 3 to international cultures.

UniSCOPE

http://www.outreach.psu.edu/files/UniSCOPE_Rprt.pdf

Begun in 1998, UniSCOPE seeks to contribute to the emergence of an academic culture that equitably recognizes, respects, and rewards all dimensions of scholarship as we look toward the 21st century.

Domestic Partner Benefits

<http://www.ohr.psu.edu/Benefits/benefits.htm>

Penn State offers benefits-eligible employees the opportunity to extend various benefits and policies to same-sex, domestic partners. This includes, but is not limited to, medical, dental, and vision plans, as well as accidental death and dismemberment insurance.

Commission for Women:

<http://www.equity.psu.edu/cfw/>

Since 1981, the Commission for Women has identified areas of concern for the women employees and students of Penn State. It is a forum for exchanging ideas that can translate into improved practices to support women at Penn State. Its membership represents every employment category: faculty, exempt and non-exempt staff, technical service and administrative, as well as graduate and undergraduate students

Commission on Racial/Ethnic Diversity:

<http://www.equity.psu.edu/cored/>

The Commission on Racial/Ethnic Diversity (CORED) was appointed in 1989 as a University-wide advisory body to the President of Penn State in matters relating to racial and ethnic diversity. CORED also serves as a resource for all University departments and individuals seeking to improve Penn State's climate for diversity. The Commission is dedicated to enhancing the University's climate for diversity at all its locations in the Commonwealth.

Commission on Lesbian, Gay, Bisexual, and Transgender Equity:

<http://www.equity.psu.edu/clgbte/>

Created in 1991, the Commission on Lesbian, Gay, Bisexual, and Transgender Equity is an advisory group to the President. The purpose of the Commission is to improve the climate for diversity within Penn State and specifically to address issues affecting the welfare of lesbian, gay, bisexual, and transgender (LGBT) members of the University community.

Additionally, there are mentoring and support programs offered through the colleges and campuses.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :

Hire Power

<http://www.ohr.psu.edu/HRRep.cfm>

Initiated in 2007, Hire Power promotes competencies based hiring practices in both internal and external searches to support Penn State's goal to create a more inclusive, civil, and diverse community.

Multicultural Staff Support Center

<http://www.ohr.psu.edu/mssc/noflashVersion/noindex.cfm?style=graphic>

The Office of Human Resources embraces Penn State's goal to provide diversity resources, programs, and services. The Multicultural Staff Support Center offers resources and links for connecting to life in and around Penn State's University Park campus.

ONE

<http://www.ohr.psu.edu/diversity/services/one.cfm>

The Opportunity Network for Employment (ONE) Program is a collaboration between Penn State's Office of Human Resources and agencies such as the Pennsylvania Office of Vocational Rehabilitation, The Arc of Centre County, Skills of Central PA, and local school districts. The program's role is to assist qualified individuals with a disability who are seeking employment at Penn State's University Park campus.

Dual Career Employment Assistance Program

http://www.ohr.psu.edu/dual_career/Home/Home.htm

The Dual Career Employment Assistance Program is designed to assist the partners of newly recruited or recently hired full-time faculty and staff in their search for employment and relocation to Penn State. Additionally, the program provides information about the community; contacts for locating housing; links to job search sites; helpful information about CV and resume preparation; interviewing advice and tips; information on child care and elder care in the community; a link to International Scholars and Visa Services and other valuable resources at Penn State and in the Centre Region.

Work/Life Programs

<http://www.ohr.psu.edu/WorkLife/home.cfm>

Penn State's Work/Life Programs are beneficial to staff from underrepresented groups and women. Information and assistance is available on areas such as quality child care, elder care, and breastfeeding/pumping.

Domestic Partner Benefits

<http://www.ohr.psu.edu/Benefits/benefits.htm>

Penn State offers benefits-eligible employees the opportunity to extend various benefits and policies to same-sex, domestic partners. This includes, but is not limited to, medical, dental, and vision plans, as well as accidental death and dismemberment insurance.

CFW Mentoring Program

<http://equity.psu.edu/cfw/programs/mentor.asp>

The purpose of the Mentoring Program is to enhance professional and personal development among full-time faculty, staff (exempt and nonexempt), and technical-service workers by connecting them with others who can provide advice on a variety of work-related issues, including career planning, job skill enhancement, and University involvement. The program involves administrators, faculty, technical-service employees, longtime staff, and newcomers to Penn State. Full-time faculty, staff, and technical-service employees can apply to be a mentor or protégé, depending on their needs and goals. Mentors can come from all levels of experience, while protégés do not need to be new to the workforce or the University.

Intercultural Staff Mentoring Program

<https://app1.ohr.psu.edu/psu-cored-app/index.cfm>

The Commission on Racial/Ethnic Diversity (CORED), in conjunction with Penn State's Office of Human Resources Multicultural Staff Support Center, offers a mentoring program for underrepresented staff. The Intercultural Staff Mentoring Program is designed to enhance the professional and personal development of racial and ethnically underrepresented staff (exempt and nonexempt) and technical-service employees by formally connecting them with mentors who can provide advice and support on a variety of work-related issues including career planning, job skill enhancement, University involvement and community resources. Full-time staff and technical-service employees are encouraged to participate as a mentor or protege.

Commission for Women:

<http://www.equity.psu.edu/cfw/>

Since 1981, the Commission for Women has identified areas of concern for the women employees and students of Penn State. It is a forum for exchanging ideas that can translate into improved practices to support women at Penn State. Its membership represents every employment category: faculty, exempt and non-exempt staff, technical service and administrative, as well as graduate and undergraduate students. The President appoints the members of the commission as an advisory group to recommend policies and programs to enhance the University's working and learning environments.

Commission on Racial/Ethnic Diversity:

<http://www.equity.psu.edu/cored/>

The Commission on Racial/Ethnic Diversity (CORED) was appointed in 1989 as a University-wide advisory body to the President of Penn State in matters relating to racial and ethnic diversity. CORED also serves as a resource for all University departments and individuals seeking to improve Penn State's climate for diversity. The Commission is dedicated to enhancing the University's climate for diversity at all its locations in the Commonwealth.

Commission on Lesbian, Gay, Bisexual, and Transgender Equity:

<http://www.equity.psu.edu/clgbte/>

Created in 1991, the Commission on Lesbian, Gay, Bisexual, and Transgender Equity is an advisory group to the President. The purpose of the Commission is to improve the climate for diversity within Penn State and specifically to address issues affecting the welfare of lesbian, gay, bisexual, and transgender (LGBT) members of the University community.

The website URL where more information about the programs in each of the three categories is available :

<http://www.equity.psu.edu/>

Support Programs for Future Faculty

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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.
-

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

Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

Summer Research Opportunities Program (SROP)

<http://www.gradsch.psu.edu/diversity/srop.html>

SROP is an eight-week research program designed to interest talented undergraduate students from underrepresented groups in academic careers and to enhance their preparation for graduate study through intensive research experiences with faculty mentors. In addition to the research experience, the program includes professional development workshops, seminars, field trips, and social activities.

Each year, the Office of Graduate Educational Equity Programs works in partnership with the Committee on Institutional Cooperation (CIC) to host twenty-five to forty students participating in the SROP. During the summer, students work with faculty mentors in the academic fields for which they might pursue graduate work. Each student also prepares a major paper on his or her research project for presentation at the Penn State SROP Symposium. In addition to SROP activities at Penn State, students attend the CIC SROP National Conference, where they participate in round table discussions to talk about their research and to learn about the work of SROP students at the other CIC institutions.

Penn State Sloan Scholars

<http://www.gradsch.psu.edu/diversity/sloanfellows.html>

The Alfred P. Sloan Foundation provides funding for underrepresented students to pursue doctorates in mathematics, science, and engineering. The Sloan Scholars Program specifically targets African Americans, Hispanic Americans and Native Americans. Faculty members who have proven track records in graduating underrepresented students from their doctoral programs are selected each year to mentor incoming fellows.

Penn State SOLID (an SbeS [Glass] Member)

<http://www.ssri.psu.edu/agep/>

Penn State has received a two-year grant from the National Science Foundation to develop and enhance programs for the improved recruitment, mentoring, and retention of African American, Hispanic, and Native American graduate students in the social and behavioral sciences and economics (SBE). Penn State received this Alliance for Graduate Education and the Professorate (AGEP) program award in partnership with Northwestern University; Ohio State University; Temple University; University of Chicago; University of Illinois, Urbana-Champaign; and University of Wisconsin, Madison.

Northeast Alliance for Graduate Education and the Professoriate

<http://www.neagep.org/>

Penn State is a member of The Northeast Alliance for Graduate Education and the Professoriate (NEAGEP), which is one of 26 NSF-funded Alliances for Graduate Education and the Professoriate (AGEP) programs in the US. The goal of the NEAGEP is to increase the number of domestic students receiving doctoral degrees and entering the professoriate in the sciences, technology, engineering, and mathematics (STEM).

Professional Development Opportunities

<http://www.gradsch.psu.edu/diversity/prodev.html>

The Office of Graduate Educational Equity Programs in concert with the Graduate School and the academic colleges sponsor professional development opportunities for underrepresented graduate students. These workshops, seminars and conferences are intended to address issues that may not be addressed in the academic units that can serve as barriers to students' academic success. Students are also strongly encouraged to attend national and regional conferences in their academic fields; funding is available to help underrepresented students travel to professional conferences when they are presenting their research.

The McNair Scholars Program

<http://www.gradsch.psu.edu/diversity/mcnair.html>

is one of 180 such programs nationwide. First established in 1989 and named after Dr. Ronald E. McNair, this program is designed to help prepare talented undergraduates to enter graduate school and to receive their doctoral degree. McNair Scholars are presented with opportunities to study and do research in the University's state-of-the-art facilities in order to hone those skills required for success in doctoral education and they participate regularly in a variety of academic support and professional development activities designed to prepare them for graduate education and beyond.

Compact for Faculty Diversity Penn State participates by sending two of our multicultural directors each year to recruit faculty members for Penn State and we send several doctoral students in their final year of study to the Institutio on Teaching and Mentoring through our SBE(GLASS) grant (see above).

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

<http://www.gradsch.psu.edu/diversity/srop.html>

Affordability and Access Programs

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?

:

Yes

A brief description of the institution's participation in federal TRIO programs :

Penn State hosts most of the federal TRiO programs. Our programs are very competitive in their grants and have been re-funded over a number of cycles.

- College Assistance Migrant Program

<http://www.equity.psu.edu/camp/>

- Equal Opportunity Center, Philadelphia

<http://www.equity.psu.edu/eocphila/>

- Equal Opportunity Center, Southwest PA

<http://www.equity.psu.edu/eocswpa/>

- Ronald McNair Post Baccalaureate Program

<http://www.gradsch.psu.edu/diversity/mcnair.html>

- Student Support Services Program

<http://www.equity.psu.edu/sssp/>

- Talent Search

<http://www.equity.psu.edu/ts/>

- Talent Search—York

<http://www.equity.psu.edu/tsyork/index.asp>

- Upward Bound

<http://www.equity.psu.edu/ub/>

- Upward Bound Math Science

<http://www.equity.psu.edu/ubms/>

In addition to the TRiO programs, we offer:

- Pennsylvania College Advising Corps—Penn State

<http://www.equity.psu.edu/pacac/>

Funded by the Jack Kent Cooke Foundation with additional corporate foundation support

- Office for Disability Services

<http://www.equity.psu.edu/ods/>

- Multicultural Resource Center

<http://www.equity.psu.edu/mrc/>

- Office of Veterans Programs

<http://www.equity.psu.edu/veterans/>

- Women in the Sciences and Engineering (WISE) Institute

<http://www.equity.psu.edu/wise/>

Considerable funding support from corporate foundation

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :

Penn State offers a number of need based scholarship opportunities (see below). Programs offering emergency loans, and bookships (assistance to support book purchases) also help to defray costs. The commission on Racial/Ethnic Diversity has convened a task force to examine the implications of and possible interventions for cases where students have holds placed on their academic records due to outstanding financial balances. Educational Equity has convened a strategic planning committee to explore the wider array of factors involved in helping low-income students manage costs for attendance and to better align the University's targeted recruiting efforts with potential students' financial ability to be successful at Penn State. Efforts include making available a "cost calculator" tool on-line so that prospective students and their families (particularly out of state students) can gain an idea of the potential financial aid profile, cost of attendance, and unmet need might be.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

The Administrative Council on Multicultural Affairs, convened by the Vice Provost for Educational Equity (Chief Diversity Officer) and consisting of the multicultural officer from each college as well as representatives from Undergraduate Admissions, Graduate Educational Equity, the Honors College, recruitment centers, the Career Center, Student Aid, Multicultural Resource Center, Women in Sciences and Engineering Institute (WISE) and Penn State Campuses other than University Park, meets monthly to discuss issues pertaining to underrepresented/underserved students, including specific attention to low-income students.

The Vice Provost for Educational Equity sits on the President's Council, and the Academic Leadership Team to ensure that issues pertaining to underrepresented/underserved students, including students from low-income backgrounds, are considered and addressed.

The University's overall strategic plan Priorities for Excellence has as one of its goals "Goal 4: Maintain Access/Affordability and Enhance Diversity."

<http://strategicplan.psu.edu/StrategicPlancomplete.pdf>

The University's strategic plan for diversity, A Framework to Foster Diversity at Penn State: 2010-15 has as one of its goals "Challenge 3: Recruiting and Retaining a Diverse Student Body." Specific attention is given to issues of access and success for low-income first

generation students.

<http://www.equity.psu.edu/Framework/representation.asp>

The annual Enrollment Management Conference brings together those at Penn State who work with students within the enrollment process. Several sessions directly address the challenges faced by low-income students and approaches to better serving them.

The Vice Provost for Educational Equity monitors for students who have difficulty in meeting the deadlines for tuition payment to identify students who would benefit from intervention from staff who provide targeted advising, counseling, and academic support services.

The Schreyer Institute for Teaching Excellence has presented workshops and speakers that profile characteristics of the student body, including first generation low-income students. A workshop several years ago was dedicated to understanding low-income students in the classroom.

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :

Penn State offers a number of outreach programs that help prepare low-income students for higher education

- Equal Opportunity Center, Philadelphia

<http://www.equity.psu.edu/eocphila/>

Educational Opportunity Center helps adults age 19 or older to begin or to continue a program of postsecondary education. Adults assisted by EOC programs across the country are low-income individuals whose parents did not graduate from college.

- Equal Opportunity Center, Southwest PA

<http://www.equity.psu.edu/eocswpa/>

Educational Opportunity Center helps adults age 19 or older to begin or to continue a program of postsecondary education. Adults assisted by EOC programs across the country are low-income individuals whose parents did not graduate from college.

- Pennsylvania College Advising Corps—Penn State

<http://www.equity.psu.edu/pacac/>

PA College Advising Corps hires recent college graduates to work as advisers in high schools in low-income neighborhoods. The advisers serve as mentors by helping high school students enroll in post-secondary institutions that best fit their academic profile. This program is based in Wyomissing, PA and serves the following schools: Edison High School; Furness High School; Germantown High School; Harrisburg High School; Olney East High School; Olney West High School; Reading Area Senior High School; Steelton-Highspire High School.

- Talent Search

<http://www.equity.psu.edu/ts/>

Talent Search helps eligible youth and adults to continue in and complete secondary education or its equivalent and to enroll in or re-enter

a college or training program. This program is based at University Park and serves schools in the Western Pennsylvania communities of Aliquippa, Clairton, New Kensington, Farrell, and Sharon.

- Talent Search—York

<http://www.equity.psu.edu/tsyork/index.asp>

Talent Search helps eligible youth and adults to continue in and complete secondary education or its equivalent and to enroll in or re-enter a college or training program. This program is based at Penn State York and serves schools in the York city school district.

- Upward Bound

<http://www.equity.psu.edu/ub/>

Upward Bound helps high school students gain the skills and desire to continue their education beyond high school. Students are eligible if the family's income is low to moderate. Penn State's Upward Bound Program serves students from selected schools in five counties--Clearfield, Centre, Dauphin, Huntingdon, and Mifflin.

- Upward Bound Math Science

<http://www.equity.psu.edu/ubms/>

Upward Bound Math and Science provides educational opportunities for low-income high school students who show interest in math and science. Penn State UBMS serves eligible students from Harrisburg, Reading and Philadelphia, Pennsylvania and in six target high schools located in urban school districts in the state.

- Women in the Sciences and Engineering (WISE) Institute

<http://www.equity.psu.edu/wise/>

Women in the Sciences & Engineering coordinates information, research, and activities for and about women in the sciences and engineering. The WISE Institute at The Pennsylvania State University offers multidisciplinary programs specifically geared towards K-12 girls interested in the STEM (Science, Technology, Engineering, Mathematics) fields.

- Equal Opportunity Planning Committee grants provide central funding support a number of outreach programs throughout Penn State. Lists of funded programs are available at

<http://www.equity.psu.edu/eopc/programs.asp>

- Additionally, there are outreach programs based in the colleges and campuses.
- Summer College Opportunity Program in Education

<http://www.ed.psu.edu/educ/multicultural-programs/summer-program>

S.C.O.P.E. is a four week academic intensive program for high school sophomores from multicultural backgrounds interested in a career in teaching, counseling, special education, rehabilitation, or educational administration during which students: Live on Penn State's main campus in University Park; Take college courses; Prepare for the SAT; Learn time management and other study skills

A brief description of the institution's scholarships for low-income students :

Bunton-Waller Fellowships

http://www.psu.edu/studentaid/scholarships/pssch_bwfellows.shtml?reload

- **Application Process:** Students need to complete the Free Application for Federal Student Aid (FAFSA on the Web) for the appropriate academic year in order to receive a Bunton-Waller Fellows award.
- **Selection process:** The Office of Undergraduate Admissions and University academic colleges review the profiles of outstanding students and select eligible candidates. Priority consideration may be given to students who are underrepresented in the University's student body.
- **Annual Fellows amount:** The Fellows award, in combination with other aid sources, may cover tuition, fees, room and board for Pennsylvania residents; or full non-Pennsylvania tuition for non-Pennsylvania residents.
- **Fellows renewal:** The award is available for a total of eight semesters if a GPA of at least 3.0 is maintained. A minimum of 24 credits must be completed each academic year. Renewal eligibility is reviewed each May.
- **Students must be enrolled full time.**

Bunton-Waller Scholarships

http://www.psu.edu/studentaid/scholarships/pssch_bwsch.shtml?reload

The Bunton-Waller Scholarship program assists Penn State in creating a more diverse population. Factors such as economic disadvantage, geographic diversity, and ethnic/racial under representation at Penn State place high-achieving students under consideration for these awards.

- **Annual scholarship amount:** is \$3,200.
- **Academic criteria:** Must maintain minimum 2.3 GPA
- **Penn State must have received a valid Free Application for Federal Student Student Aid (FAFSA) by the following dates:**
 - o first-year students - March 1, 2010
 - o current students - June 1, 2010
- **Must demonstrate high financial need.**
- **Must be enrolled full time.**

The Brook J. Lenfest Scholarship Program reaches students from selected Philadelphia public high schools to provide, in combination with other student aid programs, full support for tuition, fees, room, and meals.

http://www.psu.edu/studentaid/scholarships/interest_lenfest.shtml?reload

Educational Equity administers scholarships that support approximately thirty low-income, first-generation students. A full time development officer and an Educational Equity development advisory board are dedicated to securing donations for diversity scholarships.

<http://www.equity.psu.edu/giving.asp>

;

<http://www.equity.psu.edu/index.html>

Scholarships have been established to target students with disabilities at any Penn State campus.

http://www.psu.edu/studentaid/scholarships/interest_disabltly.shtml?reload

The recently established Osher Re-entry Scholarship Program benefits adult learners throughout the Penn State system.

http://live.psu.edu/tag/Osher_Reentry_Scholarship

U.S. Department of Education CCAMPIS grants have funded child care access for many Penn State students in recent years.

<http://www.ohr.psu.edu/worklife/ChildSub.cfm>

The Renaissance Fund, created in 1969, continues to provide scholarship support to “the brightest of the neediest” students.

http://www.psu.edu/studentaid/scholarships/pssch_renssnc.shtml?reload

Penn State’s Board of Trustees recently established the Trustee Matching Scholarship Program for low-income students. To date, more than 4,000 students have received Trustee Scholarship funds, with a significant percentage being students of color and/or those who are the first generation in their family to attend college. The median grade-point average for Trustee Scholars is 3.27.

http://www.psu.edu/studentaid/scholarships/pssch_trustee.shtml?reload

The current For the Future: Campaign for Penn State Students development campaign, which focuses on philanthropy to support student scholarships, seeks to help alleviate the amount of debt that many students must incur for a Penn State education.

<http://giveto.psu.edu/s/1218/start.aspx>

Additional need-based scholarships are available through the student’s college or campus.

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience :

Educational Equity student services programs (see above) may work with parents in understanding higher education and navigating through the admission process and applying for financial aid. FERPA guidelines prohibit discussion of specific information about students.

Undergraduate Admissions offers a section of its Web site dedicated to parents and families

<http://admissions.psu.edu/info/parents/>

. One service is the Penn State Parents and Families Program

<http://www.parentprogram.psu.edu/>

, which helps to ensure student success, provide opportunities for parent engagement with the University, and educates parents about resources and services available within the University community. The program's goals are to Serve as a central resource for parents and families; enhance parent and family involvement opportunities throughout the University community; provide information about the student experience at Penn State; and communicate regularly with parents and families. The program offers a "Parents and Families Guide"

<http://www.parentprogram.psu.edu/documents/ParentsandFamiliesGuide2010.pdf>

which provides information and resources to guide parents through the higher education experience. The guide includes sections on money matters and financial aid.

FTCAP, the First-Year Testing, Consulting, and Advising Program,

<http://www.psu.edu/ftcap/>

also offers a section of its Web site dedicated to parents and families

<http://www.parentprogram.psu.edu/fy.shtml>

, which includes a section devoted to money matters. During on-campus FTCAP testing sessions, informational sessions for parents are offered.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :

Penn State Recruitment Centers:

<http://admissions.psu.edu/pennstate/representative/>

are based in Philadelphia, Pittsburgh, New Jersey, New York, and Washington, DC. They provide information sessions and individual counseling to prospective students and families about Penn State academic programs, admissions procedures, student financial aid and other services. While not specifically targeted to prospective students from low-income backgrounds, the centers maintain a relationship with Educational Equity and are equipped to assist low-income prospective students with information about financial aid and available support programs for which they may be eligible.

Spend a Summer Day: (

<http://admissions.psu.edu/sasd/>

) Spend a Summer Day is a campus open house for Prospective First Year Students to learn about admissions, academics, and student life at Penn State. Prospective students and their families are invited to join us at any of our 20 undergraduate campuses. Bus trips are organized from urban areas to assist families for whom transportation would be a difficulty.

Student Minority Advisory and Recruitment Team: (

<http://admissions.psu.edu/smart/about/>

) The goal of SMART is to assist the Office of Undergraduate Admissions with the recruitment and retention of underrepresented student populations at the Pennsylvania State University. Through the use of campus recruitment trips, tours, student panels and overnight visits, SMART relies on the experiences of students at the University Park Campus to provide prospective students with an accurate and positive portrayal of campus life. SMART members are living and walking examples of success stories of underrepresented students' here Penn State. Events include:

- Achiever's Weekend: High achieving, academically eligible, students with offers of admission are invited to participate in a purposeful weekend in which students can meet current students, faculty, staff and alumni. Ultimately, Achiever's Weekend helps students make an informed decision about attending Penn State.
- La Experiencia: La Experiencia is an event at Penn State University Park sponsored by the Undergraduate Admissions Office and SMART that reaches out to high school students of Latino or Hispanic descent. La Experiencia includes a presentation about Penn State's multicampus system. Students also have an opportunity to learn from and interact with current Penn State students who identify as Latino or Hispanic.
- Spend a Fall Day: Every fall semester, minority high school students are invited to attend Spend a Fall Day at Penn State University Park. Students in attendance learn about Penn State's multicampus system. In addition to providing important application information, Spend a Fall Day also gives students an opportunity to interact with current undergraduates during a panel session and a tour in which S.M.A.R.T. students share their stories of success with the visitors.

A brief description of the institution's other admissions policies and programs :

See the Undergraduate Admissions Web site for information about admissions policies and programs:

<http://admissions.psu.edu/>

A brief description of the institution's other financial aid policies or programs :

See the Office of Student Aid Web site for more information about financial aid policies and programs:

<http://www.psu.edu/studentaid/index.shtml>

A brief description of the institution's other policies and programs not covered above :

The website URL where information about programs in each of the areas listed above is available :

<http://www.equity.psu.edu/>

Gender Neutral Housing

Responsible Party

Milea Perry

Program Coordinator

Campus Sustainability Office

Submission Note:

Also see:

<http://www.hfs.psu.edu/housing/undergraduates/contracts.shtml>

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :

Yes

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

Penn State is committed to assisting all individuals in identifying residence hall space that is welcoming. Representatives from the offices of University Housing, Residence Life and the LGBT Student Resource Center work with students who identify as transgender, gender variant, or other gendered individually to arrange on-campus housing options that meet the student's needs. One option at University Park is McElwain Residence Hall, where most of the restrooms are single use occupants and have a shower, toilet and sink. Restrooms are not labeled by gender; signage simply indicates "in use" when a student is occupying the space. There are also a number of single rooms available in this area. Gender variant students can usually be accommodated on other residential campuses; however, some campuses are more equipped to provide housing than others.

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

<http://www.equity.psu.edu/>

Employee Training Opportunities

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

Does the institution make cultural competence trainings and activities available to all employees? :

Yes

A brief description of the cultural competence trainings and activities :

The Affirmative Action Office Diversity Educational Services in conjunction with the Human Resources Development Center offers several standing diversity trainings available to Penn State faculty and staff at no cost.

- Understanding and Valuing Diversity
- Wait, There's More: Diversity 2
- Wisdom of the Ages
- Beyond Sexual harassment
- Sexual Harassment: Awareness and Prevention
- Gender Identity: What's It all About
- Sexual Orientation in the Workplace
- Race, Reality, and Responsibility
- Global Diversity: Awareness and Acceptance
- Racial identity
- Power and Privilege
- Freedom of Speech: Rights and Duties
- Being a Minority on a Majority Campus

See the following for more information: HRDC Diversity Programs

<http://www.ohr.psu.edu/hrdc/home.cfm>

and

<http://www.psu.edu/dept/aaoffice/dsec.htm>

The Diversity Education Services is an educational and support system within the Affirmative Action Office which provides programming services for all of the colleges, campuses, departments and units within the Penn State System; promotes the development of multicultural understanding and cross cultural competence; develops and delivers a wide range of educational programming for faculty, staff and students, designed to promote understanding and support for diversity throughout the University; serves as a forum for staff and supervisors to discuss conflict and helps them deal with problems when they occur; provides assistance to managers,

supervisors, and faculty on managing diversity issues; focuses on understanding diversity among people with respect to ethnicity, age, disability, race, gender, sexual orientation, and other human differences. See the following for more information: Affirmative Action Office, Diversity Education Services

<http://www.psu.edu/dept/aaoffice/dsec.htm>

Workshops are held periodically to enhance the knowledge and skills of administrators, faculty, and staff who are centrally involved in their unit's diversity strategic planning efforts. Workshops have now been held in fall 2005, and spring of 2006, 2008, and 2009. Information and notes from each workshop are available on-line. See the following for more information: Best Practices in Diversity Strategic Planning Workshops:

<http://www.equity.psu.edu/workshop/index.html>

The LGBT Support Network identifies supportive persons within the University community to prominently identify themselves. Members displaying the Network placard are provided with extensive resources and informational materials as training. See the following for more information: The Lesbian, Gay, Bisexual, Transgender Support Network:

<http://www.sa.psu.edu/lgbt/network/index.htm>

Zero Tolerance for Hate, Penn State Support Network: (

<http://equity.psu.edu/Zero/index.html>

) The Zero Tolerance for Hate Penn State Support Network was started in 2001 to promote a community of mutual support and acceptance. The network is a group of faculty, staff, administrators, students, and community members committed to upholding Penn State's policy prohibiting discrimination and harassment. (Penn State Policy AD-42). The Support Network's purpose is to provide support and resources to students who have experienced acts of intolerance. Network members are provided with extensive resources and informational materials as training. See the following for more information: Zero Tolerance for Hate, Penn State Support Network: (

<http://equity.psu.edu/Zero/index.html>

)

New Faculty Orientation Information about diversity, diversity strategic planning, and resources for diversity are shared and discussed during the annual orientation held for all new faculty members.

New Staff Orientation Information about diversity and resources are provided during the New Staff Orientation sessions, which are required of all new staff members coming into Penn State.

The website URL where information about the trainings and activities are available :

<http://ohr.psu.edu/hrdc>

Student Training Opportunities

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Submission Note:

The Office of Educational Equity is also a good clearinghouse for these learning opportunities:

<http://www.equity.psu.edu/>

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

Does the institution make cultural competence trainings and activities available to all students? :

Yes

A brief description of the cultural competence trainings and activities :

Beginning summer 2005, the United States Cultures (US) and International Cultures (IL) requirement replaced the previous Intercultural and International Competence (GI) requirement. Courses approved to fulfill this requirement are designated as US, IL, or both US and IL. Students admitted to baccalaureate degree status after spring 2005 must complete 3 credits in US and 3 credits in IL. If a student takes a 3-credit course that is both US and IL, he/she must take another 3-credit course that is US, IL, or both US and IL to complete the requirement. Associate degree candidates must complete a 3-credit course that is US, IL, or both US and IL. Education abroad courses and other credit-bearing experiences such as internships that meet this requirement will be designated as US, IL, or both US and IL. For more information, see: United States Cultures and International Cultures requirement (6 credit hours)(<http://www.psu.edu/dus/handbook/df.html>):

Held the summer before the student's entering year, FTCAP familiarizes students and their families with the wide range of degree programs available at Penn State, acquaints them with the campus and some of its procedures, and helps students to select courses for their first semester of study. Diversity information is included in the informational resources. (FTCAP, the First-Year Testing, Consulting, and Advising Program: (

<http://www.psu.edu/ftcap/>

)

Residence Life: Diversity information included in Residence Life orientation and programming materials and activities for students residing on-campus. (

<http://www.sa.psu.edu/rl/>

)

The World in Conversation Project: (formerly Race Relations Project) Trained undergraduates (former SOC 119 facilitators) lead small groups of their peers in campus-wide dialogues that explore the participants' personal stories, views, biases and roles in pressing social issues. Using a version of the Socratic Method, the facilitators seek to create an ideologically neutral environment for this purpose. The conversations are extremely popular with participants (85 percent rate them as valuable and worthwhile) and the number offered each year has grown from 135 dialogues in 2002/2003 to over 1,000 in 2009/2010. Dialogs include: US Race Relations; Drinking; Gender Relations. The dialogs are frequently used by courses in the University Park colleges. (

<http://www.worldinconversation.org/>

)

Straight Talks are panels of speakers comprised of lesbian, gay, bisexual, transgender and ally students from a wide range of beliefs and background who educate the university community on sexual orientation, gender identity, oppression and diversity at Penn State University. All students who participate in Straight Talks have taken or are currently enrolled in BBH 251, Straight Talks. Straight Talk panels provide programs for classes and residence hall, as well as workshops for other groups within the university community. Straight Talks can be tailored to fit the individual needs of various audiences. Straight Talks: (

<http://www.sa.psu.edu/lgbt//StraightTalks.shtml>

)

The website URL where information about the trainings and activities are available :

<http://www.worldinconversation.org/>

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

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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.

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

Total number of employees working on campus (including contractors) :

23186

Number of employees (including contractors) that the institution ensures earn sustainable compensation :

23186

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :

Centrally administered program based on sound compensation principles which ensures compliance to federal, state, and local laws and guidelines. On an annual basis, employee salaries are reviewed during the general salary increase process to ensure that employees are paid appropriately within pre-established salary bands based on current responsibilities. Each year, salary surveys are purchased in order to ensure salaries (and salary bands) are competitive to market.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if

applicable) was evaluated to ensure that it was sustainable :

2010

The website URL where information about the institution's compensation policies and practices is available :

<http://ohr.psu.edu/recruitment-and-compensation>

Employee Satisfaction Evaluation

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

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

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

A brief description of the institution's methodology for evaluating employee satisfaction :

Every four years, all Penn State full time faculty and staff are invited to complete a comprehensive employee satisfaction survey. In addition to a summary of University-wide results, each college, campus and administrative area receives a report for their area. These reports profile organizational strengths and improvement priorities, and each area is expected to adapt their strategic and annual plans based on consideration of the survey results.

The year the employee satisfaction evaluation was last administered :

2008

The website URL where information about the institution's employee satisfaction evaluation process is available :

http://www.psu.edu/ur/archives/intercom_2000/Feb17/survey.html

Staff Professional Development in Sustainability

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

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

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff? :

Yes

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

The Campus Sustainability Office, in partnership with the Human Resource Development Center, held two Leading the Green Challenge conferences in 2010. Over 250 faculty and staff participated in the first one, held in March at the University Park Campus. The second one, held at Penn State Great Valley, had about 60 participants. At both conferences, faculty and staff improved their knowledge of energy, recycling, water, transportation, leadership, greening principles, and purchasing issues and shared ideas on ways to improve Penn State's sustainability.

On an ongoing basis, the Campus Sustainability Office offers workshops and presentations on the following:

- How to form Green Teams
- How to adopt the Green Paws Program to have an office "green" certified
- Leading the Green Challenge workshop
- Green Your Office and Home

At the quarterly Green Teams lunches, we bring in speakers to talk about specific topics, such as "green" purchasing.

At the New Employee Orientation, we introduce the participants to the sustainability concept, the role of sustainability in Penn State's Strategic plan, and ways they can become involved.

Annually, the Finance and Business Environmental Key Initiative sponsors an Environmental Forum, open to all faculty and staff in order to create awareness about sustainability. At each forum, we want the participants to leave with ideas that they can act on in order to improve Penn State's sustainability practices. In 2010, the topic was Environmental Injustice. In addition, every spring, an Environmental Colloquium is held to educate Penn Staters and the community about sustainability topics. The speakers have included Bill McKibben, Amory Lovins, David Suzuki, and other national leaders.

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

<http://www.green.psu.edu/>

Sustainability in New Employee Orientation

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

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

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

Yes

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

At the New Employee Orientation, we introduce the participants to the concept of sustainability, the role of sustainability in Penn State's Strategic plan, and ways they can become involved, such as the Green Paws Program. Any person at Penn State can adopt this program, a self-guided office certification program.

The website URL for the information about sustainability in new employee orientation :

Employee Sustainability Educators Program

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

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

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

Total number of people employed by the institution :

23186

Program name (1st program) :

Green Teams Program

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

4000

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

In most cases, the Green Team members are self selected but in a few cases, they are appointed by the head of a department or college.

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

The Campus Sustainability Office offers Green Teams Orientation to all green Team members. Through this orientation, the members get acquainted with the concept of sustainability, learn about different approaches to adopting sustainable practices into their unit, and the resources available to them. For example, they can easily adopt the Green Paws Office Certification program as a self-guided method to green their operations. Or, we also offer training and tools on how they can analyze their operations and programs through a "sustainability lens" and see opportunities for improvements that will lessen their economic, social and environmental impacts.

Furthermore, Green Team members gather quarterly at a free luncheon to exchange information and hear presentations on specific sustainability topics.

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

The Campus Sustainability Office offers this program and supports it with staffing of one full-time program coordinator and an intern.

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

<http://www.green.psu.edu/youCanDo/greenTeams.asp>

Program name (2nd program) :

Green Paws Program

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

816

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

The Penn State Campus Sustainability Office Green Paws Program is a simple, yet effective way for faculty and staff to "green" their workspace and earn a Green Paws Office Certification for their efforts. Participants self-select themselves.

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

Monthly orientations are offered for this program to get participants started.

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

The Campus Sustainability Office manages this program and it is coordinated by one full-time staff person and one intern.

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

http://www.green.psu.edu/youCanDo/green_paws/green_paws_about_final.asp

Program name(s) (all other programs) :

Number of employees served by the program(s) (all other programs) :

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

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

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

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

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :

Yes

A brief description of the child care program, policy, or practice :

The Department of Human Development and Family Studies at Penn State operates two childrens programs on campus: the Child Development Laboratory and the Bennett Family Center. Both programs operate on a full-day, full-year schedule and serve approximately 175 children from 6 weeks to 6 years of age. Both are accredited by the National Association for the Education of Young Children. A new expanded child care center is under construction and will be completed in 2011.

Both programs embody the three-part mission of the University: education, research, and service/outreach. Program goals include:

- * providing a model of high quality early childhood care and education for children, families, and the community;
- * supporting the professional development of early childhood educators through outreach activities;
- * serving as a site for undergraduate training and education through observational projects and classroom participation; and
- * supporting faculty and student research on child development, early childhood education, and parenting.

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

<http://www.hhdev.psu.edu/hdfs/cp/index.html>

Employee Wellness Program

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :

Yes

A brief description of the employee wellness program, policy, or practice :

Penn State's Human Resources Department sponsors a Health Matters Program that focuses on the six dimensions of wellness: spiritual, intellectual, physical, emotional, social and occupational, and encompasses three levels of delivery: awareness, lifestyle change and supportive environment.

Know Your Numbers (KYN) is a wellness assessment that measures your body's key health indicators to determine your overall heart healthiness.

Penn State's EAP is a free, confidential employee and family resource to be used as a first line of defense for personal or work-related concerns for yourself or your family

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

<http://ohr.psu.edu/health-matters>

Socially Responsible Retirement Plan

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

Does the institution offer a socially responsible investment option for retirement plans? :

Yes

A brief description of the socially responsible investment option for retirement plans :

Full-time and part-time* Faculty and Staff are eligible to participate in one of two retirement plans: State Employees Retirement System (SERS) or Teachers Insurance and Annuity Association/College Retirement Equities Fund (TIAA-CREF).

If the employee selects TIAA-CREF, they can select to invest in that organization's Social Choice Equity (TICRX) mutual fund. This fund seeks a favorable long-term rate of return that tracks the investment performance of the U.S. stock market while giving special consideration to certain social criteria.

*Part-time Faculty and Staff are eligible to participate in one of the two retirement plans once they have worked 750 hours in a given calendar year.

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

http://www.tiaa-cref.org/public/performance/mutual_funds/profiles/59.html

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

Erik Foley
Director
Campus Sustainability Office

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 :

N/A

Members of the CIR, including affiliations :

N/A

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

The website URL where information about the committee is available :

Responsible Party

Erik Foley
Director
Campus Sustainability Office

Criteria

There are two possible approaches to earning this credit.

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

and/or

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

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

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :

No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :

No

Has the institution conducted a negative screening of its entire investment pool within the last three years? :

No

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

N/A

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :

Positive Sustainability Investments

Responsible Party

Erik Foley

Director

Campus Sustainability Office

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 :

1700000000 US/Canadian \$

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

120000000 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

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

hold for more information

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

<http://www.psu.edu/oim/reports.htm>

Student-Managed Sustainable Investment Fund

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :

No

A brief description of the student-managed sustainable investment fund :

N/A

The website URL where information about the fund is available :

Sustainable Investment Policy

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

"---" 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? :

No

A brief description of the sustainable investment policy :

Not at this time.

The website URL where information about the policy is available :

Investment Disclosure

Responsible Party

Jay Sonti

Director, Investment Operations
Office of Investment Management

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

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

No

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

A list of investment holdings is available and a copy can be requested and picked up at the Investment Management Office.

The website URL where information about investment disclosure available :

<http://www.psu.edu/dept/oim/reports.htm>

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

Responsible Party

Nancy Franklin

Director, Outreach Sustainability Initiatives
Outreach/PSIEE

Criteria

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

Submission Note:

As a land-grant institution, Penn State has substantial sustainability partnerships with several other communities across the state, including:

- Philadelphia:

<http://www.navyyard.org/home>

- Pittsburgh:

<http://pittsburgh.center.psu.edu/>

- Fayette County:

<http://live.psu.edu/story/47224#rss57>

- Conewago/Lower Susquehanna Watershed:

<http://www.psiee.psu.edu/publications/newsletters/2010Summer/conewago.asp>

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

A brief description of the institution's sustainability partnerships with the local community :

Penn State has a number of sustainability partnerships with the greater State College community, ranging from a wide variety of public sustainability education programs sponsored by local businesses and hosted at the Shaver's Creek Environmental Center, to greenhouse gas emissions and climate change mitigation strategy development with the borough of State College, to a recycling partnership with the local United Way - "Trash to Treasure." Info about the various dimensions of the university-community partnership are available on various websites.

The website URL where information about sustainability partnerships is available :

Inter-Campus Collaboration on Sustainability

Responsible Party

Erik Foley
Director
Campus Sustainability Office

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 :

Penn State's main sustainability page

www.green.psu.edu

is a clearinghouse of our guides, presentations, videos, courses, whitepapers on a wide-range of sustainability topics touching every aspect of university life: research, curriculum, student life, outreach, and operations.

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

Penn State has led the creation of, and is a member of, a larger number of sustainability organizations. A few examples follow:

Greater Philadelphia Innovation Cluster (GPIC) - one of three US Department of Energy Innovation Centers in the United States. The GPIC includes 11 academic institutions, two DOE laboratories, six high-profile global industry partners, regional economic development agencies, and community colleges

Pennsylvania Environmental Resource Consortium (PERC) - a state-wide network of over 55 sustainability-leading colleges and universities

AASHE (Association for the Advancement of Sustainability in Higher Education)

National Council for Science and the Environment (NCSE)

NCSE's University Affiliate Program advances environmental and energy programs across the nation's campuses.

EcoCAR: The NeXt Challenge

This is a multi-college competition sponsored by GM and the U.S. Department of Energy (DOE), organized and overseen by Argonne National Laboratory. It is a joint venture between Government, Industry, and Academia with 16 teams from North America competing in this challenge. The goal is to design and build a working hybrid vehicle applying GM's standard engineering design methods and procedures.

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

Penn State has led the creation of the Big Ten Environmental Stewardship Group - the group meets twice a year with counterparts at all the Big Ten institutions plus a number of additional universities. Members are vice presidents and associate vice presidents of business operations along with sustainability officers of each institution.

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

<http://www.green.psu.edu/>

Sustainability in Continuing Education

Responsible Party

Nancy Franklin

Director, Outreach Sustainability Initiatives
Outreach/PSIEE

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.

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

Yes

Number of sustainability continuing education courses offered :

1

Total number of continuing education courses offered :

66

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

No

A brief description of the certificate program :

Year the certificate program was created :

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

Community Service Participation

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

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

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

Submission Note:

Numbers are based on a survey of Penn State University Park students taken in the 2010 Spring Semester. In this survey, 42% of students reported their weekly participation in Community Service projects and events.

Additional information at:

<http://studentaffairs.psu.edu/hub/service/>

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

The number of students engaged in community service :

17220

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

41000

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

<http://www.volunteer.psu.edu/>

Community Service Hours

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

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

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

Submission Note:

Numbers are based on a survey of Penn State University Park students taken in the 2010 Spring Semester. In this survey, 42% of students detailed their weekly participation in Community Service projects and events. In a follow up to this question, they were asked to detail the typical number of service hours they participated in during any given week in the semester.

Additional information at:

<http://studentaffairs.psu.edu/hub/service/>

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

The number of student community service hours contributed during a one-year period :

2091000

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

41000

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

<http://www.volunteer.psu.edu/>

Sustainability Policy Advocacy

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated :

Penn State engages in public policy advocacy through the Office of Governmental Affairs, which is within the Office of the President, and therefore is authorized to speak for the entire university on matters of public policy. The office chooses the issues to engage in through interactions with senior administrators, deans, faculty and staff from around the university. Some of the policies and programs that the Office of Governmental Affairs has promoted for Penn State in the past year have included the following:

Energy

- Energy and Water Development Appropriations Act- Department of Energy research programs- Increased funding for Office of Science.
- In support of: funding for Energy Frontier Research Centers; Energy Innovation Hubs; funding for RE-ENERGYSE program; EERE project funding
- Interior and Environment Appropriations Act
- In support of EPA project funding
- Department of Energy
- In support of funding for a U.S. China Clean Energy Research Center
- In support of the Greater Philadelphia Innovation Cluster (GPIC) proposal to DoE

Health Issues

- In support of H.R. 4872 – Reconciliation Act of 2010
- H.R. 3664
- In support of establishment of Healthcare Innovation Zone Pilot Program
- H.R. 3590 – Patient Protection and Affordable Care Act
- H.R. 3200, America’s Affordable Health Choices Act
- America’s Health Future Act of 2009 (Senate Finance Committee) Science/Technology

- In support of the creation of Regional Innovation and Talent Hubs Transportation
- In support of continued funding for University Transportation Centers in the reauthorization of SAFETEA

The website URL where information about the institution's advocacy efforts are available :

<http://www.govt.psu.edu/>

Trademark Licensing

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Part 1

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

Part 2

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

Submission Note:

Penn State decided not to participate in the Designated Suppliers Program because it is not actually a Program and the U.S. Justice Department is investigating whether it violates the Fair Trade laws. It has been submitted twice to the U.S. Department of Justice for review.

Penn State has participated with the Knights Apparel initiative to pay fair wages. For a full report on the initiative, see the following Collegian article:

http://www.collegian.psu.edu/archive/2010/09/02/psu_supports_workers_rights_efforts_at_knights.aspx

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

Is the institution a member of the Worker Rights Consortium? :

Yes

Is the institution a member of the Fair Labor Association? :

Yes

Has the institution expressed intention to participate in the Designated Suppliers Program? :

No

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available :

Graduation Pledge

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :

No

A brief description of the graduation pledge program :

Penn State does not have a graduation pledge at this time.

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

Community Service on Transcripts

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

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

No

A brief description of the practice :

We do not include it at this time.

The website URL where information about the practice is available :

Farmers' Market

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

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

Does the institution host a farmers' market for the community? :

Yes

A brief description of the farmers' market :

On the campus of Penn State University Park, our College of Agriculture hosts a market to sell produce grown by the Penn State farms in the summer and fall. Further, at the edge of campus, there is a local farmer's market sponsored by the Central PA Farmer's Market Association.

The website URL where information about the market is available :

<http://horticulture.psu.edu/node/356>

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

Susannah Barsom

Associate Director
Center for Sustainability

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 :

Curriculum Development Laboratories: Intercultural Service Experiences in Sustainability

Led by the Center for Sustainability, the Pennsylvania State University has launched and now maintains multiple programs that engage students in applying principles of sustainability in conjunction with external community partners. These initiatives, presently in variable stages of maturity and scale, serve as programs that inform core pedagogical design and sustainability assessment criteria that are applied across the university, most recently as criteria and learning objectives that have been included in the STARS curriculum assessment.

The American Indian Housing Initiative – Multi-semester, multi-course with laboratory

The American Indian Housing Initiative (AIHI) is a multidisciplinary collaborative effort to engage students, volunteers and tribal partners in sustainable building methods and technologies, concepts of sustainability, and home energy usage on American Indian reservations. Entering its eleventh year at Penn State, this culturally rich and socially relevant immersive educational exchange is carried out with a number of partnerships, centering on our decade-long relationship with the Northern Cheyenne Indian Tribe. The AIHI program is offered to students of all ages and disciplines at Penn State as a three-part (prepare-act-reflect) course series. In the spring, students are introduced to Native American culture, history and current economics in tandem with a hands-on study of sustainable building methods and technologies, home energy leadership and construction project planning. This preparation is followed by a two-week immersive summer experience workshop on the Northern Cheyenne Reservation in Montana, where students participate in community-based sustainable construction projects. The reflective component during the fall semester allows students to document, reflect on and assess the project and the experience, and make suggestions for future projects. AIHI also provides opportunities for students from other universities and for volunteers. Please see our website for more information.

www.cfs.psu.edu/programs/aihi

Renewable Energy for Central America (RECA) - Single-semester course with laboratory

Renewable Energy for Central America, (RECA) is a national program developed at Penn State in partnership with the National Electrical Contractors Association to foster clean energy solutions in communities of Central America. The research and educational objectives are to provide students with hands-on experiences in the deployment of solar photovoltaic systems in Central American communities for which this technology is appropriate. An additional objective is the cultivation of community expertise in the installation and maintenance of solar energy systems. RECA was launched in March 2009 through a pilot program, “Renew Crew,” in which students prepared for the installation of a 2.5kW solar photovoltaic system in Roatán, Honduras. Now in its third year at Penn State, the program is being adopted by the University of Kansas and California Polytechnic Institute, San Luis Obispo who are developing sister RECA programs in Belize and Costa Rica respectively.

<http://www.cfs.psu.edu/programs/renewcrew.html>

Parks, People, Places South Africa – Single-semester course with laboratory

This is a ten-week, 15-credit program that takes place in the Dwesa-Cwebe nature reserve of the Eastern Cape Province of South Africa. Entering its third year at Penn State, the program encompasses disciplines ranging from earth sciences, ecology and land use management to community relations, livelihood assessment, indigenous knowledge systems and entrepreneurship. It brings together the natural and social sciences in projects that address issues of community and human development, environmental protection and health, water, food and energy security as these relate to the achievement of the Millennium Development Goals. Penn State students travel to South Africa, take classes, and conduct research and service projects in the parks and in the communities that surround them. During the ten weeks, Penn State students are joined at different times by students and staff from several partner universities in South Africa, as well as by nature reserve staff and local community members. The program is directed by Penn State faculty and courses are taught by Penn State faculty, in collaboration with South African faculty.

http://gpglobalea.gp.psu.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10228&Type=O&

[sType=O](#)

Sustainability Research in Jamaica – Summer multi-course with laboratory first-year student LEAP program

Penn State's Learning Edge Academic Program (LEAP) offers an introduction to college life for students who wish to take courses during the six-week summer session before their first year in college. Each student's schedule consists of two courses (1: either first-year English composition or the introductory public speaking course and 2: a second course from another academic discipline). Instructors for the two courses plan them together, and the composition or public speaking assignments reflect the content of the second course. In the summer of 2011, LEAP, for the first time, offered a sustainability course pairing that included a field trip to Jamaica for service learning projects in sustainability. In addition to class projects, students travel to the island of Jamaica for 14 days, to live in a self-sustaining community and to work on sustainability-related research and service learning projects along with Penn State faculty and local collaborators. While exploring sustainability concepts and applications, students develop skills in rhetoric and composition. They are asked to delve into the arguments that scientists, advisors, legislators, policy makers, reporters and others make regarding the controversies over environmental protection, economic development, and the associated costs to society. In the process, they wade through complex and numerous dissenting viewpoints.

http://www.leap.psu.edu/leap_prides.htm

-- See LEAP 097.240 Sustainability Research in Jamaica

A letter of affirmation from an individual with relevant expertise :

[MatsonInnovationLetterPSU.pdf](#)

The website URL where information about the innovation is available :

<http://www.cfs.psu.edu/programs.html>

Responsible Party

Nancy Franklin

Director, Outreach Sustainability Initiatives
Outreach/PSIEE

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 :

Penn State Public Broadcasting's Liquid Assets: The Story of Our Water Infrastructure is a documentary and community outreach initiative that informs the nation about US water and wastewater infrastructure and raises public awareness of water-related sustainability issues. First released on October 1, 2008, Liquid Assets continues to foster discussions all across America. In the first twelve-month period following its release, the documentary was telecast more than 1800 times nationwide on 95% of all public television stations (350+). It was broadcast in 100% of the top 40 markets. Furthermore, the Web site had visits from more than 140 countries.

Liquid Assets fostered partnerships among nationwide and local organizations and provided tools that enabled communities to connect around shared issues. The outreach partners—American Society of Civil Engineers (lead partner), the International City/County Management Association, the National Environmental Service Center, and Penn State’s Cooperative Extension—worked with communities nationwide to hold hundreds of public screenings and events sponsored by multiple community partners. Partners and non-profit and government agencies distributed 15,000 copies of the DVD free of charge, including to municipalities representing 80% of the U.S. population, for use in local community meetings and discussions. 535 copies of Liquid Assets were distributed to members of Congress.

Finally, the producers of Liquid Assets earned the American Association of Engineering Societies’ 2008 Journalism Award for outstanding reporting.

A letter of affirmation from an individual with relevant expertise :

[Liquid Assets STARS ltr 7 15 11.pdf](#)

The website URL where information about the innovation is available :

<http://www.liquidassets.psu.edu/>

Innovation 3

Responsible Party

Nancy Franklin

Director, Outreach Sustainability Initiatives
Outreach/PSIEE

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 :

The Pennsylvania Technical Assistance Program (PennTAP) helps Pennsylvania companies improve their competitiveness by providing innovative technological assistance and information to help resolve specific technical questions or needs. The program focuses on helping smaller firms that normally do not have the in-house expertise or resources to resolve specific technology questions or needs. PennTAP technical specialists assist small companies by providing technical advice, technical information, and connections to other expertise, resources, or programs. PennTAP services the entire state of Pennsylvania through a network of technical specialists who have specific areas of technical expertise and are located throughout the state.

In the sustainability domain, PennTAP offers programs to industrial, commercial, and institutional organizations in energy efficiency audits and assessments, pollution prevention, E3 reviews, ISO 50001 gap analysis and demonstration projects, clean manufacturing assessments, environmental assessments, ISO 14000 reviews, and sustainable food practices related to food processing and manufacturing.

In 2010, PennTAP performed 255 cases of technical assistance in Pennsylvania, which resulted in \$24,515,073 of client-reported economic impact – 275 jobs created – and a 97% customer satisfaction rating.

Client quote: “PennTAP provided us with remarkable resources, namely a food science expert...who not only discovered sustainable sources for Pennsylvania-grown potatoes, but, once in hand, went the extra mile to prove for us a yet untried process of potato fermentation. We owe 90 percent of our quality to PennTAP.”

A letter of affirmation from an individual with relevant expertise :

[PennTAP STARS Letter.pdf](#)

The website URL where information about the innovation is available :

<http://penntap.psu.edu/>

Responsible Party

Patricia Craig

Director of Communications

Penn State Institutes of Energy and the Environment

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 :

Greater Philadelphia Innovation Cluster for Energy Efficient Buildings
A U.S. DOE Energy Innovation Hub

Buildings currently consume approximately 40 percent of all prime energy utilized in the U.S. and 70 percent of all electricity generated. A 50 percent reduction in energy use in buildings would have the equivalent effect of taking every car and small truck in the U.S. off the road!

The Greater Philadelphia Innovation Cluster (GPIC) for Energy Efficient Buildings was established in February 2011 with funding from four federal agencies and the Commonwealth of Pennsylvania. The goals of the GPIC are to:

- Transform building retrofit industry from serial fragmentation to integrated systems methods;
- Provide usable tools and technologies that can reduce energy use in buildings by 50 percent;
- Stimulate private investment and quality job creation in Greater Philadelphia and beyond.

The strategic focus of the GPIC is on full-spectrum energy efficient retrofit of average size commercial and multi-family residential buildings. GPIC metrics are:

- Energy Efficiency: Annual energy savings per square foot of space;
- Scalability: Affordability of energy efficiency technologies and systems;
- Quality of Life: Safety and health of energy efficient building indoor environments;
- Regional Transformation: Change in building industry operations and cluster development;
- Economic Development: New jobs created or retained in energy efficient retrofit industry.

The location for the GPIC is the Navy Yard in Philadelphia. The Navy Yard includes 270 existing and new buildings that can be utilized as test beds, and an independent unregulated micro-grid being developed as a resource for development and demonstration smart-grid technologies. The 23 GPIC member organizations are organized into six task groups:

- Design Tools: Develop and deliver integrated processes, computational tools, software, and simulation environment for energy-efficient building system design;
- Integrated Technologies: Develop new component technologies including innovative envelopes, power generation and storage technologies, new lighting systems, and robust control and diagnostic systems and scalable systems solutions for full spectrum retrofits;
- Policy, Markets, and Behavior: Discover the optimal mix of incentives, mandates, and automation to achieve energy efficiency in buildings and design policy instruments that flexibly deploy in cities and states to achieve energy efficiency;
- Education and Workforce Development: Develop skills in energy efficient building systems at all levels, including solar, smart grid, building energy efficiency auditing, integrated design and project management;
- Deployment and Commercialization: Provide funding and other commercialization assistance and market discoveries that inventing GPIC member organizations elect not to commercialize themselves;
- Collaborative Demonstrations: GPIC technologies, systems, and methods will be demonstrated via retrofit projects in Greater Philadelphia including Building 661 a full-spectrum energy efficient building retrofit at the Navy Yard.

A letter of affirmation from an individual with relevant expertise :

[GPIC_STARS_Ltr.pdf](#)

The website URL where information about the innovation is available :

<http://gpichub.org/>

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

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

No

Provide a brief description of the presentations, speakers or skits :

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Yes

Provide a brief description of the presentations :

During floor/house meetings the first week, which is considered part of our orientation process, Residential Advisers talk about recycling and energy conservation.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

Yes

Provide a brief description of the activities :

Not all, but some of the Residential advisors talk about what Penn State is doing to save energy and how students can recycle.

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :

Yes

Provide a brief description of the efforts :

Yes. We have combined resources in the educational planner and parent/family guide. We no longer provide students and their families with an excessive amount of flyers/brochures/handouts at FTCAP. Much of the information is provided during the slide presentation. We do hand out a lot at change-of-campus events, however, I think we are thoughtful about including only the most important material/information.

Does the institution incorporate sustainability into new student orientation in other ways? :

Yes

Provide a brief description :

We promote green.psu.edu in the educational planner.

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices? :

Yes

Provide a brief description :

Penn State provides over 25 courses which focus on eco-positive food choices as well as the detrimental effects of eco-negative food production. Some examples include ERM 210: Environmental Factors and their Effects on Your Food Supply; FDSC 105: Food Facts and Fads; WFS 209: Wildlife and Fisheries Conservation; and Engl 297D: Eating Your Ecology: Current Trends in Food Writing and Environmentalism.

Are students educated in dining facilities about how to make eco-positive food choices? :

Yes

Provide a brief description :

Penn State Dining Services provides signage to highlight locally produced items, as well as market our two PA Pride "Pace Changers" each semester which will feature a Pennsylvania produced product for the meal.

Are students educated during orientation about how to make eco-positive food choices? :

No

Provide a brief description :

Are students educated in other venues about how to make eco-positive food choices? :

Provide a brief description :

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

Yes

Provide a brief description of the program :

Penn State provides an Independent Study course in Hotel and Restaurant, and Institutional Management, HRIM 496, in which students grow fruits and vegetables in one of the campus greenhouses, and prepare them to be served in the student-run dining center on campus, Cafe Laura. There is also an independent study class in which students work with preschoolers at the Gary Schultz Child Care Center on campus to teach them how to grow small vegetables and herbs, such as kale, spinach, and thyme, and then use them to cook meals for lunch.

Food and Beverage Purchases

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

Our current standard for sustainable food purchases includes those products processed within or grown or raised within the state of Pennsylvania. This makes up 21.1% of our total food and beverage spend.

Using our PA Standard and including food and non-food expenditures our total percentage is 16.2%

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

15.70

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

5.20

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

All of our PA and sustainable information is tracked manually

List items procured for dining services from on-campus organic garden(s) :

None. However, all dairy for University Park Campus and some produce are purchased from on-campus operations.

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

0

List all Fair Trade certified items purchased :

Ten varieties of Starbucks and Seattle's Best Coffee.
PC Sugar and sweetener packets

Confinement-Free Food Purchases

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased :

Medium Organic Eggs

Percentage purchased :

3.30

Comments :

This is 3.3% of all shell egg purchases

Type of confinement-free product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of confinement-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product) :

none

Percentage purchased (1st product) :

Comments (1st product) :

Type of vegetarian-fed product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of vegetarian-fed product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of vegetarian-fed product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product) :

Fluid milk and dairy

Percentage purchased (1st product) :

8.70

Comments (1st product) :

8.7% of total food and beverage spend

Type of hormone-free product purchased (2nd product) :

Cooked Roast Beef

Percentage purchased (2nd product) :

1

Comments (2nd product) :

less than 1% of total spend

Type of hormone-free product purchased (3rd product) :

Cooked Turkey Breast

Percentage purchased (3rd product) :

1

Comments (3rd product) :

less than 1% of total spend

Type of hormone-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

Submission Note:

We do not have the ability to break out the percentages for each type of seafood at this time.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :

Farm Raised Catfish, Alaska Wild Salmon, Scallops, Rainbow Trout, Mahi Mahi, Pollock Tilapia

Percentage purchased (1st product) :

1

Standard used (1st product) :

Monterey Bay Aquarium Seafood Watch Guidelines

Comments (1st product) :

less than 1% of total spend

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

Percentage purchased (2nd product) :

Standard used (2nd product) :

Comments (2nd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :

Percentage purchased (3rd product) :

Standard used (3rd product) :

Comments (3rd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :

Percentage purchased (4th product) :

Standard used (4th product) :

Comments (4th product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :

Percentage purchased (5th product) :

Standard used (5th product) :

Comments (5th product) :

Dishware

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details of the dishware its provides at its dining services locations.

Submission Note:

Clarification of some answers:

Does the institution offer reusable dishware at its dining services locations? Yes. All you care to eat operations use reusable china for general dining services.

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

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

Yes

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

No

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

Yes

Does the institution offer other types of dishware at its dining services locations? :

Provide a brief description. :

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details about its energy initiatives.

Submission Note:

The answers for Questions 2, 3 and 4 above are based on campus total consumption of electric and heating fuels. These reductions include changes that would not be considered the result of just building retrofits and renovations, but also includes new building construction. We don't have any way to track just building retrofits and renovations.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

35

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

5

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :

6.50

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

4

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

None

The combined gross square footage of all buildings that are ENERGY STAR labeled :

0

The names of all buildings that are ENERGY STAR labeled :

None

Energy Use by Type

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

27.70

The percentage of total electricity use from wind. :

10.50

The percentage of total electricity use from biomass. :

3.70

The percentage of total electricity use from natural gas. :

8.60

The percentage of total electricity use from solar PV. :

0

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

26.40

The percentage of total electricity use from hydro. :

8.10

The percentage of total electricity use from other. :

14.90

Provide a brief description. :

Total is electric consumed, purchased + generated. Purchased total (268,214,389) was adjusted for REC's and state AEPS requirements, then the eGrid factors for RFCF were used to determine the remaining sources. On-site Cogeneration was from steam turbine

The percentage of total energy used for heating buildings from coal. :

76

The percentage of total energy used for heating buildings from biomass. :

0

The percentage of total energy used for heating buildings from electricity. :

The percentage of total energy used for heating buildings from natural gas. :

23

The percentage of total energy used for heating buildings from geothermal. :

0

The percentage of total energy used for heating buildings from fuel oil. :

1.60

The percentage of total energy used for heating buildings from other. :

0

Provide a brief description. :

Our buildings on campus are heated with steam, produced primarily from coal and some from natural gas. On-site cogeneration from the steam turbines produces some electricity used for heat and contributes about -0.7%

If cogeneration, please explain. :

On-site cogeneration from the steam turbines produces some electricity used for heat and contributes about -0.7%

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details about its procurement efforts.

Submission Note:

*The 75% is an estimate. With over 25,000 faculty and staff at the University Park Campus, it is difficult to measure purchases. However, University Policy AD64, the Energy Conservation Policy states that all computers, appliances, and office equipment purchased with University funds must be Energy Star rated. This policy has been in place since 2009. Thus, we expect that the majority of appliances are Energy Star rated.

Although only 11% of our paper is FSC certified, 85% is SFI certified.

Although we do not have a policy requiring vendors to use less packaging, our General Stores reuses the supplier boxes to fill/ deliver all janitorial orders (i.e. product that we stock).

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

75

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

11

Does the institution's vendor code or policy require vendors to use less packaging? :

No

Bike Sharing

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs :

12

Water Initiatives

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details about its water initiatives.

Submission Note:

We know there are 37 waterless urinals on campus but we are a very large campus and have no way of knowing exactly how many total urinals there are across campus in order to calculate a percentage.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

Provide a brief description of any bottled water ban or restriction :

Does the institution meter any of its non-potable water usage? :

Yes

The percentage of urinals on campus that are waterless :

1

Endowment

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year :

1700000000 US/Canadian \$

Date as of :

Dec. 31, 2011

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

No

If yes, or if currently under consideration, provide a brief description :

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

Size of capital commitments made within past 3 years :

168000000 US/Canadian \$

Provide a brief description :

Primarily private equity (buyout) funds, venture capital, natural resources, distressed debt, and some private real estate.

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

No

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

No

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

Yes

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

Yes

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

No

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

Yes

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

No

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

No

Does a single administrator determine proxy votes on environmental and social resolutions? :

No

Does a single administrator determines proxy votes on corporate governance resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on environmental and social resolutions? :

No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

No

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

No

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

No

Sustainability Staffing

Responsible Party

Lydia Vandenberg

Faculty and Staff Program Coordinator
Campus Sustainability Office

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

We were a bit confused how to answer the first question. Our answer is based on the Campus Sustainability Office employs 4 FT staff and 5 interns; the Center for Sustainability employs 14 FT and 1 PT staff; and the Physical Plant has an employee who spends a third of his time on sustainability communications with the Campus Sustainability Office.

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

752

FTE staff on payroll :

18.80

FTE student intern/fellow :

5