Allegheny College

The following information was submitted through the STARS Reporting Tool.

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

We purchase our electricity with 100% RECs.
We have 3 buildings (2 dorms, 1 office) with a total of 134,052 ft2 heated with ground-source heatpumps although there is no calculation of % of MMBtus of natural gas these replace.

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

Endowment size:

162,800,000 *US/Canadian $*

Total campus area:

565 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

1,436,518 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

51,682 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

579,519 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	100
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---

Natural gas	100
Other (please specify and explain below)	---

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

We have three buildings with geo-exchange heating and cooling systems supplemented by natural gas.

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

46

Full-time equivalent enrollment:

2,082

Full-time equivalent of employees:

478

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,099

Total number of graduate students:

0

Number of degree-seeking students:

2,099

Number of non-credit students:

0

Number of employees:

515

Number of residential students:

1,853

Number of residential employees:

6

Number of in-patient hospital beds:

0

Academics

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
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Academic Courses

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	929	0
Number of sustainability courses offered	66	0
Number of courses offered that include sustainability	39	0

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

18

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

46

Number of years covered by the data:

One

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

2014-15 catalog review.xlsx

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

This is simply a sampling:
Intro to ES
Climate Change: Past and Future
Soil to Plate
Writing about the Environment
Environmental Politics and Policy
Climate Change, Art and Activism
Environmental Health
Insects and Humans
Poverty, Inequality and Inefficiency
Power, Politics and Communication
Energy and Society
Environmental Justice

Global Health Challenges
Direct Action Organizing

The website URL where the inventory of course offerings with sustainability content is publicly available:

http://sites.allegheny.edu/green/academics

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

The course catalog was reviewed to identify all courses with an explicit mention of sustainability themes in its course description. This likely means some courses that include sustainability in the class content but did not mention it in the description are not included at this time.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

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

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

	Yes or No
Internships	Yes
Practicums	---
Independent study	Yes
Special topics	---
Thesis/dissertation	Yes
Clinical	---
Physical education	Yes
Performance arts	Yes

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

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

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:
1

Total number of graduates from degree programs:
1

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

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

Unfortunately, at this time, I do not have a count of the number of graduates covered by the sustainability learning outcomes. There are about 450 graduates each year. Fifty of these are Environmental Science/Studies majors which certainly meet sustainability learning outcomes. In addition, due to the liberal arts science requirement, 72% of graduates have taken at least Intro to ES, some out of requirement, some out of choice.

Other degree programs requiring sustainability learning outcomes include:

*Environmental Science

*Environmental Studies

*Art and the Environment

*Geology

*Values, Ethics, and Social Action

*Political Science

*Economics

*Biology

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

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

Undergraduate Program

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

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

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

Environmental Science is the study of interrelationships between human activities and the environment. We examine effects of human actions on the environment, and the means by which policies, regulations, and decisions influence human actions. We also examine human behavioral, cultural, and sociological interactions that affect the environment.
Major in Environmental Science
For students interested in fields such as air and water quality, conservation biology, agro-ecology, public health, environmental engineering, forestry, and fisheries. Areas of concentration include: conservation ecology, terrestrial ecosystems, aquatic ecosystems, landscape ecology, environmental health and toxicology, environmental geology and environmental chemistry.

The website URL for the undergraduate degree program (1st program):
http://sites.allegheny.edu/envsci/

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

Environmental Studies

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

Environmental Science is the study of interrelationships between human activities and the environment. We examine effects of human actions on the environment, and the means by which policies, regulations, and decisions influence human actions. We also examine human behavioral, cultural, and sociological interactions that affect the environment.

Major in Environmental Studies

For students interested in environmental law, public policy, environmental art, environmental literature, philosophy, women and the environment, resource management, environmental writing, and land use planning. Areas of concentration include: environmental philosophy, environmental history, communications and the environment, ecological economics, environmental law, environmental policy, international sustainable development, culture and the environment, art and the environment, environmental education, community development, and urban planning and land use.

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

http://sites.allegheny.edu/envsci/

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

Environmental Geology

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

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

http://sites.allegheny.edu/geo/

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

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

Yes

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

Art & the Environment

A brief description of the undergraduate minor, concentration or certificate (1st program):

And interdivisional minor in which the student creatively confronts environmental issues. Students explore questions raised about the natural and cultural environments and combine that knowledge with experience acquired from immersion in various artistic and creative

endeavors to imagine, construct, or draw attention to possible solutions to contemporary environmental problems.

The website URL for the undergraduate minor, concentration or certificate (1st program):

http://sites.allegheny.edu/academics/minors/art-and-the-environment/

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

Environmental Writing

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

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

http://sites.allegheny.edu/english/curriculum/

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

Values, Ethics & Social Action

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

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

http://sites.allegheny.edu/vesa/

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Criteria

Institution offers at least one:

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

    And/or

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Graduate Program

Immersive Experience

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

    And/or

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

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

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

Submission Note:

Many other programs are available for review at the above link. Details about the two programs referenced can be found at the following links.

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

http://sites.allegheny.edu/elseminars/northern-europe/

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

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

Yes

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

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

One particular sustainability immersive experience is the opportunity to study at the Arava Institute for Environmental Studies on Kibbutz Ketura in Israel. Allegheny students live and study with Israeli, Palestinians, Egyptian, Jordanian and other global students to explore sustainability issues within the context of a region fraught with not only political and religious turmoil, but also a harsh desert environment with sensitive ecosystems and scarce resources, most particularly water. Students learn in the classroom but also in their intense living situation about the complexities of political, cultural, and environmental issues. In addition, students are immersed in an alternative living environment since the Institute is housed on a kibbutz, a unique agricultural collaborative community, which features car-sharing, solar thermal water heating, dual flush toilets, and a utility scale solar installation among other sustainability features.
An example of a sustainability focused Experiential Learning Seminar, is the month long exploration of sustainable business practices and energy development in the northern European region. From eco-industrial parks in Denmark, to large-scale wind energy development in Germany these approaches have proven the potential to achieve environmental and economic objectives simultaneously. Students examine how these nations have made such tremendous progress in achieving sustainable economic development and whether these practices can be replicated in the United States.

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

http://sites.allegheny.edu/gateway/?utm_source=redirect&utm_medium=web&utm_content=accel&utm_campaign=wpredirect

Sustainability Literacy Assessment

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

0

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

0

A copy of the questions included in the sustainability literacy assessment(s):

The questions included in the sustainability literacy assessment(s) :

A brief description of how the assessment(s) were developed:

A brief description of how the assessment(s) were administered:

A brief summary of results from the assessment(s):

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

Incentives for Developing Courses

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:
No

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

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

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

Campus as a Living Laboratory

Criteria

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

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

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

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

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

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

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

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

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

Number of the institution's faculty and/or staff engaged in sustainability research:

15

Total number of the institution's faculty and/or staff engaged in research:

186

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

6

The total number of academic departments (or the equivalent) that conduct research:

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

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

ES:
*Eric Pallant
*Rich Bowden
*Beth Choate
*TJ Eatmon
*Ian Carbone
*Wendy Kedzierski
*Caryl Waggett
*Brittany Davis
*Casey Bradshaw Wilson
*Scott Wissinger
Econ:
*Don Goldstein
Geo:
*Rachel O'Brien
Art:
*Amara Geffen
CommArts:
*Michael Mehler

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

This is likely a partial list since a formal survey was not undertaken.

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

Rich Bowden, EnvSci: Rich is involved in very successful ongoing work to promote the use of alternative fuels in our local community. He successfully assisted the local government in starting a biodiesel program (using campus waste fryer oil) and is currently assisting a local company in research to support their development of switchgrass as a pelletized biomass fuel.
Amara Geffen, Art: Amara explore the convergence of art, community and environment in public works of art in the Meadville community. Recent work includes the daylighting of a downtown stream in conjunction with art and the creation of a public space; education and art installations at a public park with a dam; and collaboration with the local Dept of Transportation to create the art installation Signs and Flowers/Read Between the Signs, in which old road signs are recycled into sculptural murals and displayed along the main thoroughfare.
TJ Eatmon, EnvSci: TJ has completed extensive research in the area of aquaponics resulting in the installation of many systems on campus and in the Meadville area as well as in the primary school systems.
Michael Mehler, CommArts: Michael is engaged in an exploration of how to green the theatre both on the Allegheny Campus and as part

of the greater national movement to advance sustainability in higher education theatres as well as Broadway and beyond.

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

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

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

Yes

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

We do have programs to encourage student research and this has been used for many sustainability research projects. However, the incentive program is not limited to sustainability research.

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

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 do have programs to encourage faculty research and this has been used for many sustainability research projects. However, the incentive program is not limited to sustainability research.
A large grant fund has specifically supported sustainability research for the past (and next) several years.

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

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

Yes

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

Teaching and Research in More Than One Field

19. While faculty are generally based in a department, Allegheny also encourages its faculty to
reach across the disciplines in their teaching and research when it seems intellectually fruitful
and sensible and to follow ideas and paths of inquiry wherever they logically lead.

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

http://sitesmedia.s3.amazonaws.com/facultyresources/files/2010/08/Faculty-Handbook-Section-5.2.
pdf

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

Yes

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

Our library maintains a strong base of books, journals, etc for sustainability research and prides themselves on working with professors and students to identify additional resources to add to our collection.

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

Access to Research

Criteria

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

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

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

Access to Research

Engagement

Campus Engagement

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

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

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

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

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:
No

Number of degree-seeking students enrolled at the institution:
2,103

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

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

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

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

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

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

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

Number of students served (i.e. directly targeted) by the program (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 financial or other support the institution provides to the program (2nd program):

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

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

100

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

Sustainability is included in new student orientation materials and activities in a number of ways. Students are informed of sustainability efforts and how they can live sustainably in the dorms in the Residence Life Guide given to all freshmen. Sustainability content is also included in the Orientation blog, tweets, and Facebook page. Green tours of campus are offered several times during orientation week. Peer leaders (upperclassmen assistants in each freshmen seminar) and RA's also receive sustainability training which they're encouraged to pass on to their students/residents. Move-in volunteers also offer free CFL's, the Green Gator Guide, and promote recycling of packing materials. Each freshman receives a free stainless steel water bottle with information about refill stations around campus as well as other materials focusing on the culture of sustainability on campus and how they can get involved and support.

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

http://sites.allegheny.edu/orientation/2011/08/17/gators-are-green/

Student Life

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

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

	Yes or No

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	No
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	Yes

The name and a brief description of each student group focused on sustainability:

Students for Environmental Action (SEA) helps students to protect the environment through service, activism, and education.
Edible Allegheny Campus is committed to edible campus plantings. The group plants and maintains fruit trees and several vegetable and herb gardens and hosts many educational events.
Bicyclists for Equal and Diverse Streets are responsible for the maintenance of the campus bike share program and bike outreach programs.

The website URL where information about student groups is available:

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

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

A student experimental garden was established in 1992. Now under the management of Edible Allegheny Campus students are encouraged to experiment and maintain the space. Several other small gardens also exist around campus, including dining hall herb gardens and residential gardens. An organic production garden was established in 2013 and has since successfully involved students, under the direction of the Garden Manager, in the growing, harvesting and sale of produce to both the dining halls and the members of the campus community. Sustainable agriculture courses were also developed in parallel with the garden space.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

http://sites.allegheny.edu/green/community-partnerships/

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

The student run coffeehouse, Grounds For Change, has operated for years with an emphasis on fair trade, organic products and waste minimization by offering only reusable mugs rather than disposables and composting coffee grounds, etc.
A student run, Free Shop, provides a venue for students to donate unneeded items and take things they might like without exchanging money, buying new items, or generating waste.
The student-run, Food Rescue, collaborates with dining services to identify food excesses and package, freeze and deliver them to local agencies of need.
The student-run dining cooperative allows students to collaborate to purchase groceries, cook and share meals. They emphasize vegetarian and local foods.

The website URL where information about the student-run enterprise(s) is available:

A brief description of the sustainable investment or finance initiatives:

An active group of students has collaborated with our VP and Trustee Investment Committee for several years to understand our institutional endowment investments and explore options for divestment opportunities. Students have repeatedly attended Investment

Committee meetings, met with the VP, and attended national divestment conferences and gatherings to learn more. The process is on-going.

The website URL where information about the sustainable investment or finance initiatives is available:

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

The Environmental Science department always has a series of interesting speakers, panels and events targeting students. Past years have welcomed Colin Beavan, Mollie Katzen, Bill McKibben, Vandana Shiva and many others to campus. Last year Josh Fox visited and this year we welcomed Claudio Piani to teach an intensive climate change course.

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

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

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

Each year includes good examples of cultural events related to sustainability. For example, in a recent year we had an art show on exhibit exploring Marcellus Shale development and it's social, environmental and political impacts. This year we hosted an art lecture focused on the Post-Katrina Crossroads.

The website URL where information about the cultural arts event(s) is available:

http://sites.allegheny.edu/art/art-galleries/

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

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

The website URL where information about the wilderness or outdoors program(s) is available:

http://outing.allegheny.edu/

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

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

The website URL where information about the theme is available:

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

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

The Gator Green Living Community offers students an opportunity to live in a sustainable manner or to visit to participate in workshops and/or events. Past workshops have included installation of a rain garden, making natural cleaning products, vegetarian potlucks, etc. The house features greywater reuse, a rain garden, vegetable garden, compost collection and a bike maintenance shop.

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

A brief description of sustainability-focused student employment opportunities:

Many students work with professors in the Environmental Science Department to assist with research, maintain the department's green wall, support our aquaponics systems, maintain our production vegetable garden, work with the Creek Connections program and many other examples. Students may also work with the sustainability coordinator as sustainability advocates who develop and support communication networks across campus in order to support sustianability in residence halls, academic buildings and administrative offices.

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

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

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

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

Many students also work with community partners to support sustainability efforts in the Meadville community. Previous examples include community gardens and bicycle maintenance workshops.

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

Outreach Materials and Publications

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

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

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

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

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

A sustainability newsletter	No
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	No
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The Sustainability Initiatives webpages address our campus commitments, accomplishments, community partnerships, academic opportunities, a student blog of sustainability efforts/events and a Daily Sustainability for Green Gators page focused on what faculty, staff and students can specifically do on a day to day basis to support and further sustainability efforts through their own actions.

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

A brief description of the social media platforms that focus specifically on campus sustainability:

Allegheny sustainability is active on Facebook, Instagram and Twitter. Besides posting about events and campus activities, we have an ongoing "sustainability conversations" series which highlights different campus members' pics and thoughts each week.

The website URL of the primary social media platform that focuses on sustainability:

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

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

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

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

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

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

Carr Hall in particular features extensive signage throughout to highlight green features ranging from building materials to daylighting to aquaponics.

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

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

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

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

http://www.diningallegheny.com/index.php?id=172

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

Several signs illuminate our on-campus gardens, comprehensive composting program and organic turf management efforts.

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

http://alleghenysustain.weebly.com/landscaping.html

A brief description of the sustainability walking map or tour:

Allegheny offers a green tour of campus which includes guided tours by the sustainability coordinator and trained students, a self-guided tour brochure, and an online "tour" of campus sustainability stops. Admissions offers this tour regularly to prospective students and various classes, reunion gatherings, and community groups request a green tour throughout each year.

The website URL of the sustainability walking map or tour:

http://alleghenysustain.weebly.com/index.html

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

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

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

http://asg.allegheny.edu/home/student-li/the-loop

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

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

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

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

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

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

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular

column or a reporter assigned to the sustainability beat:

There is always regular sustainability content, but this year, and sometimes a particular student is also assigned to the "sustainability beat". Additional reporters also write about sustainability issues and efforts.

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

http://alleghenycampus.com/

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

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

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

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

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

Yes

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

Green Gator Twitter

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

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

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

Yes

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

Green Gator Instagram

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

http://instagram.com/alleghenysustainability

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

Yes

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

The Admissions department highlights campus sustainability efforts on their pages for prospective students and families, mentions sustainability efforts on their tours, and gives a sustainability fact sheet to every prospective student.

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

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

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

No

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

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

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

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

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

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

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

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

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

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

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
Annual Energy Challenge

A brief description of the campaign (1st campaign):

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

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

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

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

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

The name of the campaign (2nd campaign):

Reusable Takeout Program and Bring Your Own Cup Program

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

A mandatory reusable takeout program was implemented in one dining hall this year, yielding over $13,000 in savings and enough minimized waste to fill five dorm rooms. Students are also encouraged to bring their own cup or bottle to both dining halls with the expectation that this will become mandatory in the one dining hall next year, further minimizing waste and saving money.

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

A mandatory reusable takeout program was implemented in one dining hall this year, yielding over $13,000 in savings and enough minimized waste to fill five dorm rooms. Students are also encouraged to bring their own cup or bottle to both dining halls with the expectation that this will become mandatory in the one dining hall next year, further minimizing waste and saving money.

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

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

Employee Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

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

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

Employee Educators Program

Employee Orientation

Criteria

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

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

Staff Professional Development

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

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

Staff Professional Development

Public Engagement

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

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative	• *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. "transition" projects and partnerships focused on community adaptation to climate change) • *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change • *Commitment:* Institution provides faculty/staff and financial or material support • *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

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

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

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

Inter-Campus Collaboration

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

Yes

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

The sustainability coordinator has presented many times in the past, including:
*Campus Wide Energy Challenge: Success through Unique Strategies and Diverse Collaborations @ AASHE 2011
*Integrated Sustainability Financing @ ACUPCC Fall Regional Collaborative Symposium 2011
*A Useful Education: Sustainability in Admissions, Retention, and Educational Value @ Second Nature Campus Sustainability Day 2011 webcast
*Campus Conversations @ Second Nature Campus Sustainability Day 2011 interactive Q&A
*Deep Infrastructure Sustainability at Allegheny College @ PERC (PA Env Resource Consortium) 2011
*Campus Food Waste: Fueling City Vehicles and Greening the Campus Lawn @ NESC (NE Sustainability Consortium)
*Greening the Campus: The Economic Advantages of Research and Dialogue @ World Symposium on Sustainable Development at Universities 2012, A Parallel Event to the UN Conference on Sustainable Development (Rio+20)
*A lot with a Little: Leveraging Outside Resources to Augment Your Energy Management Program @ Better Buildings Challenge Summit 2014, Washington DC
*Engaging in Efficiency: Models for Campus – Led Energy Partnerships @ AASHE 2014, Portland OR
Many other faculty and student work has also been shared nationally.

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

ACUPCC
AASHE

USGBC
PERC
NESC
NW PA Sustainability Coordinators
DOE BBC
GLCA

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

The GLCA (Great Lakes College Association) has been getting together regularly to discuss sustainability initiatives and Allegheny has participated in these conversations and efforts.
Allegheny also collaborated with AICUP (Association of Independent Colleges and Universities of Pennsylvania) in its Energy Management Collaborative.
Allegheny also participates in the DOE's Better Buildings Challenge to increase building efficiency by 20%.
Finally, the sustainability coordinators of the handful of colleges in northwestern PA get together regularly to talk about current projects, share contacts, ask advice, share challenges and successful techniques. This has proved to be a really effective way to share knowledge and has fostered several quick project executions. Through this collective, three campuses jointly developed and participated in a No Impact Week and have visited each others' campuses to see new projects and share ideas.
Similarly, the sustainability coordinator speaks regularly with a handful of institutions with a 2020 neutrality goal to discuss barriers, successes, and strategies.

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

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

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

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

Continuing Education

Community Service

Criteria

Part 1

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

Part 2

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

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

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

Community Service

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Criteria

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

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

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

Trademark Licensing

Criteria

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

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

Trademark Licensing

Hospital Network

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

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

	Yes or No
Business travel	No
Commuting	Yes
Purchased goods and services	Yes
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

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

Clean Air-Cool Planet online Carbon Calculator

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	5,513 *Metric Tons of CO2 Equivalent*	5,087 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	175.80 *Metric Tons of CO2 Equivalent*	195 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	8,671.40 *Metric Tons of CO2 Equivalent*	8,041 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	**Baseline Year**
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	627 *Metric Tons of CO2 Equivalent*	627 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	4,029 *Metric Tons of CO2 Equivalent*	35 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	8,636 *Metric Tons of CO2 Equivalent*	1,149 *Metric Tons of CO2 Equivalent*

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

A brief description of the carbon sequestration program and reporting protocol used:

A professor of environmental science regularly measures the growth of trees at the Bousson Environmental Research Reserve with classes and students then calculate the sequestered carbon.

A brief description of the composting and carbon storage program:

An in-vessel digester processes all kitchen and post-consumer dining wastes along with wood chips from local tree maintenance services. In addition, the college windrows compost of municipal yard wastes and local agricultural wastes.

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

100% of our electricity is purchased along with green-e certified wind-generated RECs. We signed a 3 year contract in 2011 and then signed an extension through 2015.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,853	1,570
Number of residential employees	6	6
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,082	2,099
Full-time equivalent of employees	478	500
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

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

2007 is generally considered to be our baseline year for greenhouse gas inventory purposes, however I used 2008 for this section since that was the first year I had reliable data about the number of students in campus housing.

Gross floor area of building space, performance year:

1,436,518 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	51,682 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	66.20 *Metric Tons of CO2 Equivalent*
Commuting	1,956 *Metric Tons of CO2 Equivalent*
Purchased goods and services	154.30 *Metric Tons of CO2 Equivalent*
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	571.20 *Metric Tons of CO2 Equivalent*
Waste generated in operations	209.30 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	---

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

Not all business travel is currently accounted for as tracking systems are still being developed for all offices. The currently trackable emissions are 66.2 metric tons. Similarly, not all capital goods are accounted for. Paper is currently tracked and accounts for 154.3 metric tons of emissions.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the

previous three years:

An average of $500,000 is allocated annually for energy efficiency related projects. The past three years have included a campus wide lighting retrofit, boiler upgrades, insulation of historic buildings, installation of building automation management systems, among other projects.

Outdoor Air Quality

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

No

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

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

Clean Air Cool Planet inventory includes stationary combustion emissions data from our many natural gas boilers.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	1 *Tons*
Sulfur oxides (SOx)	1 *Tons*
Carbon monoxide (CO)	1 *Tons*
Particulate matter (PM)	1 *Tons*
Ozone (O3)	1 *Tons*
Lead (Pb)	1 *Tons*
Hazardous air pollutants (HAPs)	1 *Tons*
Ozone-depleting compounds (ODCs)	1 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	1 *Tons*

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

Our stationary sources contribute 9.9 kg N2O, 492.2 kg CH4 and 5,497,748 kg CO2.
We have ongoing efforts and funding to insulate buildings and upgrade boilers and controls to achieve efficiency.

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:

Buildings

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

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

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

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

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

Total floor area of eligible building space (operations and maintenance):

1,363,834 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

0 *Square Feet*

A copy of the sustainable building operations and maintenance guidelines or policies:

The date the guidelines or policies were formally adopted:

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

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

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

Building Design and Construction

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

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

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

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

North Village Phase I - LEED New Construction Certified
North Village Phase II - LEED New Construction Gold
Carr Hall renovation - LEED Commercial Interiors Gold

Total floor area of eligible building space (design and construction):

141,000 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	45,000 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	96,000 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

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

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

Jan. 17, 2008

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

All RFP's and contracts awarded to service providers, architects and contractors includes language about our sustainability commitments and expectations. This includes the requirement that all new constructions be LEED Silver certified, at minimum, and all other work meet certain campus standards of sustainability.
The 14,000 square foot, 454 House was completely gutted and renovated as the Admissions Department in 2009. Since it was a smaller project, the college chose to commit dollars that might have been used to pursue LEED certification to adding more sustainable features to the project. The project followed LEED guidelines and included VOC free paint, recycled carpet squares, motion sensors for lights, FSC certified wood, rain gardens and a geo-exchange heating and cooling system in addition to other features.

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

Architects, contractors, and engineers work with the Sustainability Coordinator and Director of Physical Plant to review proposed work, assess compliance with sustainability goals and push for further action.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

Indoor Air Quality

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

0 *Square Feet*

Gross floor area of building space:

1,436,020 *Square Feet*

A brief description of the institution's indoor air quality program(s):

The website URL where information about the institution's indoor air quality program(s) 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 and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

  • Local and community-based

  And/or

  • Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

• Are sourced from local community-based producers (directly or through distributors)
• Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
• Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:

The dollar figure for the total investment in local/sustainable products does not include all dollars to purchase from the college production garden and aquaponics system. The production garden in particular provides a significant amount of produce weekly in the growing season. The dollar figure also does not include the commissioned sales of local businesses' products such as individually packaged muffins, cookies, cake, cheesecake, salsa, etc.

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

20

A copy of an inventory, list or sample of sustainable food and beverage purchases:

An inventory, list or sample of sustainable food and beverage purchases:

produce from on-campus production garden
lettuce and fish from on-campus aquaponics system
fair trade coffee
bread and sweets from local bakeries
salsa from local producer
milk from regional dairies (within 150 miles)
additional produce purchased from regional farms in season (within 150 miles)

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

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

Parkhurst Dining Services sources at least 20% of their food from local growers/producers. Parkhurst also uses produce from campus gardens as well as lettuce and fish from campus aquaponics productions, hosts an annual DeHart Local Foods Dinner, offers Monterey Bay Aquarium seafood watch seafood, fair trade coffee, tea and chocolates.

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

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Contract with dining service requires minimum investment in local and sustainable purchases. Dining service provider tracks purchases and can provide reports on our request using vendor reports and invoices.

Total annual food and beverage expenditures:

2,061,748 *US/Canadian $*

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	Yes

Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

http://www.diningallegheny.com/index.php?id=159

Low Impact Dining

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

•   Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

    Or

•   Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

•   Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

    And

•   Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

21

A brief description of the methodology used to track/inventory expenditures on animal products:

Review of vendor reports and invoices.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

We have a vegetarian station at both halls. When menu is vegan, it is marketed as such. Many other options are standard at the sandwich/wrap bar as well as the salad bar. For example a complete-protein vegan option is always available at the deli (hummus) and the Cantina (beans and rice and Tuesday tofu).

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

In the past year, the traditional dining hall has implemented a Low Impact Meal Tuesday to reduce the emphasis on animal protein.

The website URL where information about where information about the vegan dining program is available:

Annual dining services expenditures on food:

2,061,748 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

425,836 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

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

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	214,177.60 *MMBtu*	186,391.70 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	110,517.60 *MMBtu*	89,656.70 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	1,436,518 *Gross Square Feet*	1,194,175 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	51,682 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	7,077
Cooling degree days	517

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

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

2007 is our greenhouse gas inventory baseline year for the purposes of the our ACUPCC goal of climate neutrality by 2020.

A brief description of any building temperature standards employed by the institution:

The College caps heat at 72 degrees in the winter.

A brief description of any light emitting diode (LED) lighting employed by the institution:

We use LED outdoor lighting in Senior Circle. Carr Hall uses LED lighting throughout the building. We recently completed a lighting retrofit which added LED lighting to many spaces, including the Alumni Center, the art gallery and all our outdoor pole lighting and many instances of outdoor lighting at entries. A complete review document for the retrofit has not yet been submitted by the subcontractor but this may include details of other spaces using LED lighting now.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

North Village Phase I, North Village Phase II, 454 House, Physical Plant, and Carr Hall all use motion sensors. North Village Phase II also uses light sensors. Carr Hall employs daylight sensors, occupancy sensors and CO2 sensors to minimize energy consumption. A recent lighting retrofit added may other motion sensors to halls and offices around campus.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

Allegheny has three ground-source heat systems.
North Village Phase I (30 wells for 45,000 interior sq ft)
Admissions House (17 wells for 14,000 sq ft).
North Village Phase II (48 wells for 77,000 sq ft)
All are vertical closed loop systems with wells of about 500 feet depth.

A brief description of any cogeneration technologies employed by the institution:

A brief description of any building recommissioning or retrofit program employed by the institution:

Last year Allegheny participated in an energy audit training program through AICUP. This allowed us to train our staff to audit buildings for energy efficiency and calculate potential savings from retrofits or management techniques. We recently completed a comprehensive campus lighting retrofit in partnership with Constellation NewEnergy and ESCO.
The college also completes annual retrofits as part of it's Comprehensive Maintenance Plan (CMP). Typical improvements include insulation, boiler retrofits, addition of building automation systems, etc.

A brief description of any energy metering and management systems employed by the institution:

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

25 of our buildings are submetered for electric. Nearly two dozen submeters were recently added for natural gas and electricity to allow us to see consumption by building since consolidated utility accounts have made that impossible until now.

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

The annual funding through the CMP allows the college to plan ahead to fund the replacement of old equipment and systems with highly energy efficient options. When other projects arise (due to unexpected equipment failure) the college has proven a commitment to prioritizing efficiency when purchasing a replacement regardless of price premium since we have realized significant savings due to this principle.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

There is little formal emphasis on this due to our climate. The college makes shade trees a priority for many reasons, but not necessarily for energy efficiency purposes.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

We have several Vending Misers and our vending contract has removed lights from machines in the past where unnecessary. A review of current practices is needed.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

The college aggressively participates in a demand response program in which our HVAC specialist shuts down or scales back equipment during periods of high grid-taxation. We also work to encourage employees to modify their consumption during these events. A phased replacement of all computers on campus means that we now have completely changed our energy consumption for computing since computers can now be shut off each night and will automatically be started for necessary updates before employees arrive for the start of the next workday.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

http://sites.allegheny.edu/green/energy-2/

Clean and Renewable Energy

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

• Concentrated solar thermal
• Geothermal systems that generate electricity
• Low-impact hydroelectric power
• Solar photovoltaic
• Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	31 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	110,071.90 *MMBtu*

Total energy consumption, performance year:

214,177.60 *MMBtu*

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

We have two small solar arrays. One is a two panel array and the other is a 24 panel array.

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

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

A brief description of the RECs and/or similar renewable energy products:

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

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

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

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

	Area
Total campus area	565 *Acres*
Footprint of the institution's buildings	11 *Acres*
Area of undeveloped land, excluding any protected areas	160 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

A brief summary of the institution's approach to sustainable landscape management:

Allegheny seeks to minimize the intensity of management associated with our campus's landscape both in terms of man hours and in artificial inputs such as chemicals and irrigation. The college seeks to make landscaped spaces more natural and maintenance free using native and climate suitable species. Lawns and sports fields are maintained within our organic turf management plan. A balance is met between campus aesthetics and natural management.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Allegheny College has many trees that are older than 100 years. All efforts are made to preserve the health of these trees while thinking ahead to plant new trees to ensure we have an equally treed campus 100 years from now. Species are selected among native varieties or those best suited to the climate of our campus in order to ensure health and minimal maintenance. Landscaping around buildings is minimal and seeks to choose vegetation that is aesthetic with little to no pruning and irrigation. Carr Hall's landscaping features all native species in the outdoor landscaping. A current forestry management plan seeks to address some invasive species in wooded areas of campus, such as wild grapevine.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

Our comprehensive compost program processes all our landscape "wastes" and finished compost is used as a fertilizer, topsoil, and mulch component.

A brief description of the institution's organic soils management practices:

Allegheny has an organic turf management plan which seeks to test, balance and optimize soil fertility and organic matter; support protozoan, mycorrhizal and nematode diversity and levels; increase bacterial and fungal biomass; and balance nutrient and mineral content. In 2012, 1000 yards of compost was produced and spread on campus. In addition 200 yards of topsoil was produced and by the end of the year, 1500 yards of compost was in production. In addition, compost tea is brewed and applied to all campus grounds several times annually. Mowed lawn clipping are allowed to remain on the lawn as a mulch and source of returned fertility.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

Compost and compost tea replaces the majority of conventional chemical fertilizers. Where additional fertilizer is necessary for sports fields or areas of heavy traffic, organic fertilizers are used. Except for on sensitive sports fields, there is little emphasis on maintaining a perfectly weed free campus. Weeds are controlled mainly with the efforts to optimize soil and turf health rather than through chemical targetting of weeds. Our compost operation also provides a good source of landscaping materials such as topsoil and some mulch.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Allegheny uses a number of rain gardens to capture and infiltrate stormwater from roofs and parking areas. Several applications of permeable parking, such as Geo-Web and permeable pavers, further reduce runoff. An infiltration trench and a hillside of native wildflowers helps capture and filter runoff from another large parking lot. A green roof minimizes rooftop stormwater collection. Several natural ravines and streams run through campus and the adjacent wooded section of the athletic complex.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

A brief description of any certified and/or protected areas:

The 283 acre Bousson Environmental Research Reserve is set aside for limited research and recreational uses. Timbering, hunting, or other activities of impact are prohibited in the heavily wooded acreage and wetlands.

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

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Biodiversity

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

     And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
No

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The College owns the 283 acre Bousson Environmental Research Reserve and treats it as a space reserved for conservation and wildlife purposes, research and limited recreation. It is largely wooded and contains many wetlands and a stream flowing through the property.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:
Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

Several professors do research at Bousson, including plot work assessment of vulnerable tree species such as hemlock, beech, ash and hickory. Another professor does long-term monitoring of aquatic species, invertebrates and salamanders.

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

details unavailable at this time.

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

Bousson is maintained in its natural state as an environmental research reserve with restriction on hunting, extractive activities, and recreational vehicles. Allegheny also follows a sustainable forestry program in the over 100 wooded acres of the Robertson Sports Complex. Several ravines on our campus also are left natural and are home to significant wildlife.
With the beginnings of a shale gas development in our region, we are conducting a lot of baseline water quality assessments as well as monitoring waterways up and down stream of a couple exploratory wells. This study seeks to keep the industry accountable as well as protect the integrity of ecosystems, especially riparian systems.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

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
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

Each year we spend about 75 to 80% of our desktop computing budget is spent on EPEAT compliant technology while 20 to 25% is spent on Macs, for which Apple has stopped pursuing EPEAT in recent years.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

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

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

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

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

The sustainability coordinator works closely with the Director of Users Services to strategize purchases, assess progress and determine next steps for improvement.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	970 *US/Canadian $*
EPEAT Gold	138,265 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

200,000 *US/Canadian $*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

http://sites.allegheny.edu/its/about/supporting-sustainability-initiatives/

Cleaning Products Purchasing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

Diversey Green Clean.pdf

The green cleaning product purchasing policy, directive, or guidelines:

Allegheny works with its housekeeping contract to ensure we are purchasing and using environmentally preferable products across campus whenever it is possible. These products are better for human health (building occupants and housekeeping staff) and then environment compared to conventional cleaning products. In addition, it is preferred to purchase products that also consider packaging, distribution, reuse and disposal in their design and use. Allegheny also purchases 100% recycled content paper towels and toilet paper and trash liners with a high recycled plastic content. All hand soaps are triclosan free.

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

The sustainability coordinator continues to work with the housekeeping contract to evolve a comprehensive green cleaning program. At last check, over 50% of cleaning product expenditures were for GreenSeal or equivalent products. The sustainability coordinator also works with the campus employed Physical Plant Inventory Control Coordinator to ensure paper products, trash liners and soap, purchased directly by the college, also meet sustainability standards.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:
No

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

Total expenditures on cleaning and janitorial products:

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:
Yes

A brief description of the institution's low-impact, ecological cleaning program:

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

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

The website URL where information about the institution's green cleaning initiatives is available:

http://www.diversey.com/sustainability

Office Paper Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
No

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

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

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:
No

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

1 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

Inclusive and Local Purchasing

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

No

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

There is no formal guideline for inclusive and local purchasing, however Allegheny is very proactive about seeking local partners. Examples include a local janitorial supply company, printer and copier contract, office supply contract, and many contracts with local tradesmen and companies in the Physical Plant. In some instances, the college actually pays more to support the local contracts than we would if we went with a national chain, but it is believed that there is benefit to investing in the community as well as benefits to the college due to the type of service we receive from local entities.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Life Cycle Cost Analysis

Guidelines for Business Partners

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Green Cleaning policy
require local/sustainable food purchases and kitchen waste minimization efforts (recycling, compost, waste oil recycling)
Physical Plant sustainability requirements included in all contracts.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

We check in regularly with the cleaning contract to ensure we're meeting and making progress on our green cleaning policy goals. These check-ins have many times pushed the contract to explore new products and tactics.
Physical Plant contracts are similar.

The website URL where information about the institution's guidelines for its business partners 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
Support for Sustainable Transportation

Campus Fleet

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

36

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

Only a small fraction of our student body do not live in campus housing on our small walkable campus. Beginning with the class of 2015, there is a four year residency requirement. The very few students who currently live off campus still live in apartments in close proximity, and most walk to and from classes. Only 30% of students bring a car to campus at all and most do not use them to get to and from classes since the campus is compact and very walkable.

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

Total percentage of students that use more sustainable commuting options:

95

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	5
Walk, bicycle, or use other non-motorized means	95
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

A brief description of the method(s) used to gather data about student commuting:

Student survey

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:
15

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	85
Walk, bicycle, or use other non-motorized means	15
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

Student conducted survey

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

    And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

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

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

North Village Phase I and II both have indoor bike storage. There are many outdoor racks as well. Faculty and staff can use the Wise Center showers and lockers after bike-commuting.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Most buildings do have bicycle racks, however there are several that need to have infrastructure added at this time.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

Currently a dozen bikes are available for check-out through the library. Helmets and locks are available. The program is free and student maintained with support from the administration.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

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

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

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:
No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:
Yes

A brief description of the carpool/vanpool program:

There is a well-used rideshare board at

https://www.facebook.com/groups/alleghenygatorrides/

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:
No

A brief description of the car sharing program:

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to

student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

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

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

The website URL where information about the institution's sustainable transportation program(s) 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 Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

Submission Note:

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	110.68 *Tons*	162.15 *Tons*
Materials composted	90 *Tons*	90 *Tons*
Materials reused, donated or re-sold	0 *Tons*	0 *Tons*

Materials disposed in a solid waste landfill or incinerator	647 *Tons*	796 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,853	1,590
Number of residential employees	6	6
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,082	2,071
Full-time equivalent of employees	478	465
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2009	June 30, 2010

A brief description of when and why the waste generation baseline was adopted:

2010 is the first year I have accurate recycling data.

A brief description of any (non-food) waste audits employed by the institution:

A class is currently undertaking a non-food waste audit of waste production to determine next steps. For example, what is the rate of recycling? What is the volume of compostable take-out boxes ending up in the trash. This data will be used as we renegotiate our waste management contract, rethink the scope and goals of our composting program, and strategize better means of educating and improving waste diversion rates.

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

All employees are encouraged to post any excess or needed supplies through the college webpage.

http://sites.allegheny.edu/green/waste-2/

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Directories are no longer printed and distributed to every member of the campus community. They are available online only.
The course catalog is being provided online as well.
Professors and students use Sakai to post and read articles and submit work for grading.

A brief description of any limits on paper and ink consumption employed by the institution:

Students are provided with a print quota to help them plan and minimize their paper consumption. The quota uses a point system to differently value one versus two-sided printing and black and white versus color ink.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

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

A brief description of any other (non-food) waste minimization strategies employed by the institution:

There is a student run Free Store where anyone can donate and/or take items without exchanging money. Items range from clothes to appliances to media to office supplies.
Year round collection of small item ewaste is available for CDs/DVDs, phones, ink cartridges and batteries.
A reusable takeout container program and filtered water refill stations help reduce the amount of disposable single-use containers.

A brief description of any food waste audits employed by the institution:

Our food waste is documented regularly since all pre and post consumer waste ends up in the compost which is then weighed daily.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of

kitchen food waste, prep waste and spoilage:

Our comprehensive compost program collects all kitchen pre-consumer waste. It is mixed with post-consumer compost and weights are recorded daily.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

We have implemented trayless dining and a Food Rescue program to reduce waste. Food Rescue is a student run group that collaborates with dining services to collect, package, freeze, then deliver unused but perfectly good meal items to local agencies of need.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

All disposable containers, cups, utensils, napkins are compostable and compost is collected in the food court and library where many "to-go" meals end up. The dining hall uses reusable take-out boxes and compostable cups.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Brooks Dining Hall=reusable china, glass, plastic exclusively for sit-down meals. There is a mandatory reusable to-go takeout program. McKinley's Food Court=all compostable items except for commercially packaged items like chips and bottled drinks.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

50-75 cent discount on beverages in reusable container

A brief description of other dining services waste minimization programs and initiatives:

Trayless dining in Brooks.

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

http://sites.allegheny.edu/green/waste-2/

Waste Diversion

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

652.13 *Tons*

Materials disposed in a solid waste landfill or incinerator :

647 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

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

A brief description of any food donation programs employed by the institution:

Food Rescue is a student group that collaborates with our dining service provider to identify, package, freeze and then deliver unused food to local agencies of need.

A brief description of any pre-consumer food waste composting program employed by the institution:

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

A brief description of any post-consumer food waste composting program employed by the institution:

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

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	No

Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

CDs, DVDs, cellphones

Construction and Demolition Waste Diversion

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

394.47 *Tons*

Construction and demolition materials landfilled or incinerated :

2.70 *Tons*

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

These figures are from our most recently completed construction project and represent similar figures from a previous project. Materials recycled included concrete, cement, paper, glass plastic, cardboard, metal, insulation, wood, celing tile, drywall, carpet, and pallets. Contractors are required to maximize construction waste recycling.

Hazardous Waste Management

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

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

Hazardous: Lab supervisors have modified experiments to use smaller amounts of hazardous material or to use less hazardous materials.
Universal Waste Lamps: Although our shift to more efficient lighting has increased the volume of waste lamps, the introduction of long-life LED lighting should ultimately reduce universal waste volume.
Universal waste batteries: Although hazardous batteries are recycled, the increased usage of electronics has and will probably continue to increase.

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

Hazardous wastes are lab-packed by a certified contractor. Waste solvents that may be used in fuel-blending operations (electric generation, cement kilns, etc.) is bulked for recovery.
Universal wastes are shipped for recycling. Electronic wastes are disassembled locally and recycled.

A brief description of any significant hazardous material release incidents during the previous three years, including

volume, impact and response/remediation:

None

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The lab technicians use a stand-alone inventory system.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

Institutionally owned computer monitors and hardrives as well as other electronics are stockpiled and then recycled in bulk at least once annually. The sustainability coordinator offers small ewaste collection (batteries, CDs/DVDs, ink cartridges, cellphones) throughout the year and the college sponsors an electronic waste collection at the end of the year for all items including large items such as computers, TVs, printers, etc.

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

All institutional electronics are recycled through ECS&R, a local R-2 certified company. Their certifications and chain of custody are available.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	18,098,234 *Gallons*	23,653,256 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	18,098,234 *Gallons*	23,653,256 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	1,853	1,570
Number of residential employees	6	6
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,082	2,099
Full-time equivalent of employees	478	500
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,436,581 *Square Feet*	1,239,175 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	59 *Acres*	59 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the water use baseline was adopted:

2007 is generally considered to be our baseline year for greenhouse gas inventory purposes, however I used 2008 for this survey for water since that was the first year I had reliable data about the number of students in campus housing.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

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

A brief description of any water metering and management systems employed by the institution:

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

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

We have switched to high efficiency fixtures and experimented with waterless urinals in recent years.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Our policy is to replace all fixtures with water-efficient alternatives. The policy applies to toilets, urinals, showerheads, faucets, aerators.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

As a general practice, we do not irrigate our grounds, excepting one small landscaped plaza and the athletic fields as needed to maintain playing surface standards.

A brief description of any weather-informed irrigation technologies employed by the institution:

As a general practice, we do not irrigate our grounds, relying on weather solely.

A brief description of other water conservation and efficiency strategies employed by the institution:

We have a small greywater reuse system in our Green Living House.

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

Rainwater Management

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

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

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

There are at least 7 rain gardens on campus to capture rainwater from roofs and parking surfaces and allow it to infiltrate back into the ground as it would naturally. In addition, a green roof, and the combination of infiltration trenches and native plantings help to capture stormwater from a large parking lot and prevent it from flowing into storm sewers. These strategies have proved so successful in past years that the college is committed to incorporating them into future projects and developments. The recent introduction of a municipal stormwater tax based on square footage of impervious surfaces will add to the benefits of these strategies.

A brief description of any rainwater harvesting employed by the institution:

There is a large capacity of rainwater capture from the roof of Carr Hall which is used to irrigate the lobby's green wall and indoor plantings as well as the outdoor landscaping on the patio. We have not monitored how much rainwater is harvested over the year. The harvested amount exceeds the consumption for irrigation.
Smaller rain barrels are used to capture rainwater for garden purposes.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

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

A brief description of any porous (i.e. permeable) paving employed by the institution:

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

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

There are two rain gardens at our Admissions Building which capture rainwater from the roof and the adjacent parking stalls.

There is one rain garden behind North Village Phase II to process roof runoff.

There is a rain garden installed adjacent to the Caflisch parking lot. There is one at Walker Annex to capture roof runoff and low point collection. There is another south of the Carr Hall Garden to capture runoff from the nearby brick roadway which in the past collected at a low point to enter a storm sewer.

There is a student-designed and installed rain garden at the Gator Green Living Community house. All the rain gardens are landscaped with appropriate but aesthetic plants.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

A brief description of any bioswales on campus (vegetated, compost or stone):

A large parking lot behind Oddfellows has a combination of stone filled infiltration trenches and slopes planted with native wildflowers to helps capture and infiltrate runoff.

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

Wastewater Management

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

22,721,622 *Gallons*

Wastewater naturally handled:

0 *Gallons*

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The sustainability coordinator collaborates with other campus members to make rpogress towards the ultimate goal of climate neutrality by the year 2020. Recent work has included a commitment to the Department of Energy's Better Buildings Challenge and work to meet the steps towards the eventual goal of 20% efficiency in all campus square footage. The sustainability coordinator was very involved in the design, construction and certification of the LEED Gold Carr Hall renovation. The sustainability coordinator has chaired the Bousson Advisory Group which is dealing with the shale oil and gas development potential for our region. She has partnered with dining services to create a reusable takeout container program. Annually she coordinates the Energy Challenge and addition to the solar array, the DeHart Local Foods Dinner, the Trashion Show and many other events. She was also a partner in the development of the Carr production vegetable garden and integration of campus grown produce into the dining hall menus.

Does the institution have at least one sustainability committee?:

Yes

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

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

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Sustainability Coordinator of college

Student Government Sustainability Director and committee

Students for Environmental Action representative

Eco-Reps representative

Fair Trade Allegheny representative

Environmental Science department representative

Vice President of Finance & Planning

Director of Physical Plant

Dining Service Directors

Residence Life representatives

various other stakeholders

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

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

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1

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

http://sites.allegheny.edu/green

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

kelly boulton

A brief description of each sustainability officer position:

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

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

Sustainability Planning

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	No	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	No
Investment	Yes	Yes

Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

Working closely with a number of professors throughout the disciplines to more formally integrate sustainability into the curriculum, particularly through targeted projects to investigate problems and potential solutions for our own campus sustainability progress. A new organization and categorization of courses and required learning outcomes for every grad provide an opportunity to more consciously infuse sustainability into the curriculum.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

One measure is through the Course assessment required by STARS to identify sustainability focused and related courses.

Accountable parties, offices or departments for the Curriculum plan(s):

sustainability office

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Working strategically with select faculty to present research needs related to campus sustainability for incorporation into student-faculty research. Work this year has revealed a deeper understanding of campus consumption patterns, an important understanding of the efficacy of campus culture on behavior, and will result in two publications currently in progress.

The measurable objectives, strategies and timeframes included in the Research plan(s):

For example, one of our Research projects sought to understand the pattern's and underpinnings of bottled water consumption on campus. The measurable objectives of just this project are reflected in survey results, taste and chemical analysis tests, plans to provide all freshmen with stainless steel water bottles along with information on the campus culture of reusables. Ultimately, in conjunction with the installation of nearly a dozen filtered refill stations, we expect to be able to measure impacts in follow-up surveys, an analysis of waste minimization, and an exploration of the shift in campus culture.

Accountable parties, offices or departments for the Research plan(s):

sustainability office and two faculty members

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Work on this front is varied. Several of the more prominent projects are the continued development of the Annual Energy Challenge and the ways we engage the entire campus community in behavioral change; a Campus Sustainability Conversations series which seeks to broaden the discussion and culture of sustainability on campus; the new Daily Sustainability for Green Gators program aimed at helping employees and students make more sustainable choices throughout their day to day; and a fun 'Steal this Sign' campaign which uses the popularity of professors in targeted buildings to communicate sustainability messages in a goofy way.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Engagement and behavioral change can be quantified in the success of energy reductions during the Energy Challenge and afterwards using submeters and billing data compared to previous years, which we've been tracking successfully since 2009. We are working on a publication about this including quantitative results.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Sustainability Coordinator and four faculty members.

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

Allegheny has a climate neutrality goal of 2020 and tracks progress through annual greenhouse gas inventories. Consistent work is planned annually to tighten building envelopes, replace inefficient boilers, retrofit lighting, etc.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The ultimate goal is climate neutrality by 2020 with a secondary commitment to increase efficiency in all campus square footage by 20% by 2020 in participation with the DOE's Better Buildings Challenge. As of 2014 we are 71% of the way to our neutrality goal and have achieved 11% efficiency progress for the Better Buildings Challenge.

Accountable parties, offices or departments for the Air and Climate plan(s):

Sustainability Coordinator

A brief description of the plan(s) to advance sustainability in Buildings:

We have a commitment that all new constructions will achieve LEED Silver. We have also adopted a number of BMP's throughout our building maintenance strategies, including a green cleaning program, use of recycled content carpet, low VOC paint, and use of a Building Automation System to ensure we are maximizing the efficiency of our operations.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

All new constructions will achieve LEED Silver.
Climate Neutrality by 2020.
Adherence to and continued improvement of green cleaning program.
Sustainability standards included in contracts, RFPs, directives.

Accountable parties, offices or departments for the Buildings plan(s):

Sustainability Coordinator and Physical Plant.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Current efforts include waste minimization efforts through promotion of use of reusable containers and a mandatory reusable takeout container program in one dining hall and increase in the volume of food grown on campus and then served in dining halls. A production garden exists now, but expansions both on campus and off are being considered.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

increase in % of food purchases fitting the local and organic definition
decrease in dining hall related wastes

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Sustainability Coordinator and Parkhurst Dining

A brief description of the plan(s) to advance sustainability in Energy:

We currently purchase all our electricity with wind-generated RECs but would like to increase the total energy produced on campus with the continued addition of solar panels and a wind feasibility study. Allegheny is also exploring options to eventually break our dependence on fossil fuels for space and water heating. We have three geo-exchange systems, but would like to continue to develop this strategy across campus.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

increase in mmBTU's generated on campus
decrease in mmBTU's of fossil fuel energy used

Accountable parties, offices or departments for the Energy plan(s):

Sustainability Coordinator and Physical Plant

A brief description of the plan(s) to advance sustainability in Grounds:

Continue to develop ability to adhere to the organic turf managment plan through the recent expansion of the compost operation and purchase of equipment to enable the work.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

increased output of compost - grew exponentially in 2013 and 2014
increased frequency of applications of compost and compost tea - great improvement in 2013/14
improved measured soil fertility and vitality
decreased need for synthetic inputs

Accountable parties, offices or departments for the Grounds plan(s):

Physical Plant and Compost Operator

A brief description of the plan(s) to advance sustainability in Purchasing:

Adopt the proposed paper purchasing policy. Make progress in analyzing the Physical Plant purchasing patterns to make recommendations and shifts.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

increase use of recycled content paper

Accountable parties, offices or departments for the Purchasing plan(s):

Sustainability Coordinator, Physical Plant, CFO

A brief description of the plan(s) to advance sustainability in Transportation:

Working with Enterprise to incorporate sustainability standards into our agreement with them through for employees' campus-funded travel. These discussions include making the default rental a compact/economy car rather than large sedan; adding hybrid vehicles to the local fleet for campus use; and consideration of replacing our campus motor pool vehicles with an Enterprise car-sharing program instead.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The greatest measurable objective will be an increased ability to capture data about all campus-funded travel as the current paperwork does not allow us to completely capture this data for our greenhouse gas inventory. Using more efficiency vehicles could also drastically reduce the impact of campus-funded travel.

Accountable parties, offices or departments for the Transportation plan(s):

sustainability office, finance

A brief description of the plan(s) to advance sustainability in Waste:

Continue to promote reusable opportunities on campus and decrease the production of landfill waste. Continue audits of the recycling program and improvements in labeling and positioning to best support recycling. Currently reviewing, creating an RFP and putting the waste management contract out to bid to improve support and options for responsible waste management.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Increase waste diversion rate
Decrease waste overall whether it's recyclables or landfill material

Accountable parties, offices or departments for the Waste plan(s):

Sustainability Coordinator and Physical Plant and housekeeping contract

A brief description of the plan(s) to advance sustainability in Water:

Nearing completion of a proposal which assesses the water and energy consumption associated with our current water-inefficient showerheads; and proposes specific solutions; and details the associated benefits. An assessment of sink faucet aerators and toilets and urinals will follow.

The measurable objectives, strategies and timeframes included in the Water plan(s):

We hope to retrofit showerheads within the coming year and will be able to easily quantify water savings and potentially isolate water heating savings as well.

Accountable parties, offices or departments for the Water plan(s):

sustainability office, Physical Plant

A brief description of the plan(s) to advance Diversity and Affordability:

Allegheny continues to attract and retain students of diversity through programs such as Bonner, the work of the Center for Intercultural Advancement and Student Success, and a competitive discount rate.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

We have seen increased enrollment and retention of students of difference but continue to pursue further progress.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

administration, Admissions, CIASS, Gateway

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The new Daily Sustainability for Green Gators program includes an emphasis on Personal Sustainability, particularly how choices such as walking or bike-commuting to work, purchasing locally grown produce, and considering the types of products you use can impact not only sustainability but your health.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

There is currently no known method of measuring this objective. Work to better understand and track employee and student commuting will be tackled in Fall 2015 and will yield some opportunities to create and quantify measurable objectives.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

sustainability office

A brief description of the plan(s) to advance sustainability in Investment:

Students are currently working to push the Investment Committee to divest from fossil fuels and/or consider investing in renewable energy funds or community funds.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

shift in the way our endowment is invested in certain industries/types of funds

Accountable parties, offices or departments for the Investment plan(s):

Sustainability Coordinator, students, Vice President, CFO, Trustee Investment Committee

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Working toward a sustainable campus.
Working toward a sustainable world.

Allegheny College recognizes its responsibility to pursue sustainability as an integral part of its mission. Collaborating with students, faculty, staff, civic leaders, local residents, and other partners, Allegheny develops informed, innovative strategies for sustainability initiatives on campus and in the Meadville community.

This commitment is evident as rain gardens, environmental community art, a comprehensive composting program, a green roof, LEED® certified buildings, geo-exchange heating and cooling, porous parking lots, wind generated electricity, an annual campus wide energy challenge, and a Climate Action Plan to achieve climate neutrality by the year 2020.

Most important, Allegheny encourages the development of citizens who actively promote sustainability. Our students learn about environmental issues and stewardship at each step of the way, through course work with nationally known faculty and experiential learning opportunities such as internships and volunteering. Student-led organizations complement the curriculum and encourage students to embrace sustainable ways of living and thinking during their time at Allegheny and beyond.

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

"Complete our commitment to the President's Climate Commitment

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

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

http://rs.acupcc.org/

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Diversity & 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. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

• Students

• Staff

• Faculty

• Administrators

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

Diversity and Equity Coordination

Assessing Diversity and Equity

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Support for Underrepresented Groups

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Support for Future Faculty Diversity

Criteria

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

Such programs could take any of the following forms:

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

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

Affordability and Access

Criteria

Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

Health, Wellbeing & Work

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

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

• Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
• Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Assessing Employee Satisfaction

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

• Job satisfaction

• Learning and advancement opportunities

• Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Wellness Program

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Investment

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

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

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Criteria

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

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

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

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

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
No

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

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

16,280,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	0 *US/Canadian $*

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

Total value of the investment pool includes the endowment plus our other investments like trusts, annuities. Due to the relatively small nature of our endowment and investments, 90% of the College's investments are made through commingled vehicles in which proxy voting is the responsibility of the single fund manager. Therefore it is unfortunately not possible to break out the particular dollar investment in different fields such as renewable or sustainable funds. However, the manager has written instructions from the college investment committee to maximize the "benefit provided to society when its portfolio companies act in a responsible manner as corporate stewards in the area of environmental, social, and ethical matters." Only 3% of the college's endowment is invested in fossil fuels (within the comingled funds).

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

The manager has written instructions from the college investment committee to maximize the "benefit provided to society when its portfolio companies act in a responsible manner as corporate stewards in the area of environmental, social, and ethical matters."

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the 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?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

The College typically invests through commingled accounts without the ability to vote proxies. When investing in separate accounts, the College generally delegates proxy voting responsibilities to the manager while expressing support for corporate sustainability in the Investment Guidelines. For all accounts, manager's proxy voting policies are monitored annually to make certain they remain in line with the College's expectations.
A snapshot of investment holdings is made public upon request through the Office of Financial Services.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

87.80

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

http://sites.allegheny.edu/finserv

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Compost as carbon storage and Organic Turf Management Plan

A brief description of the innovative policy, practice, program, or outcome :

Since 2000, Allegheny has had a comprehensive pre and post-consumer food waste composting program. The compost is used to support fertility as detailed in our organic turf management plan. When it became clear that curretn compost volumes were insufficient to provide all the compost and compost tea applications for our lawns and sports fields, the program was drastically expanded. We now collect municipal leaf waste and local agricultural waste. Not only has the expansion improved our soil fertility but it also created a significant source of carbon storage which has benefited our net greenhouse gas emissions and therefore our progress towards neutrality by 2020.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

We progressed from and annual carbon storage of 139 MTCO2e to 4,029 MTCO2e.

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	---

Grounds	Yes
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://sites.allegheny.edu/green/campus-accomplishments/

Innovation 2

Responsible Party

kelly boulton
sustainability coordinator
finance & planning

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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