Lehigh University

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

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:

Doctorate

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:

Not applicable.

Reason for excluding medical school:

Not applicable.

Reason for excluding pharmacy school:

Not applicable.

Reason for excluding public health school:

Not applicable.

Reason for excluding veterinary school:

Not applicable.

Reason for excluding satellite campus:

Not applicable.

Reason for excluding hospital:

Not applicable.

Reason for excluding farm:

Not applicable.

Reason for excluding agricultural experiment station:

Not applicable.

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

1,103,449,000 *US/Canadian $*

Total campus area:

1,600 *Acres*

IECC climate region:

Cold

Locale:

Mid-size city

Gross floor area of building space:

4,566,228 *Gross Square Feet*

Conditioned floor area:

4,068,959 *Square Feet*

Floor area of laboratory space:

182,268 *Square Feet*

Floor area of healthcare space:

3,092 *Square Feet*

Floor area of other energy intensive space:

283,250 *Square Feet*

Floor area of residential space:

696,654 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	44.40
Geothermal	0
Hydro	1.80
Natural gas	16.30
Nuclear	34.80
Solar photovoltaic	0
Wind	1.90
Other (please specify and explain below)	0.80

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

Waste and oil

Energy used for heating buildings, by source::

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

Natural gas	100
Other (please specify and explain below)	0

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

N/A

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):

31

Full-time equivalent enrollment:

6,565

Full-time equivalent of employees:

1,730.66

Full-time equivalent of distance education students:

203.66

Total number of undergraduate students:

4,965

Total number of graduate students:

2,569

Number of degree-seeking students:

7,373

Number of non-credit students:

161

Number of employees:

1,828

Number of residential students:

3,425

Number of residential employees:

0

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

Delicia Nahman
Sustainability Officer
Office of Sustainability

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	3,891	1,480
Number of sustainability courses offered	8	0
Number of courses offered that include sustainability	7	0

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

5

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

40

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):

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

http://catalog.lehigh.edu/coursesprogramsandcurricula/artsandsciences/sustainabledevelopment/#u

ndergraduatetext

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

http://sdp.cas2.lehigh.edu/content/curriculum

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

The inventory was compiled by Lehigh's Director of Sustainable Development Program for the purposes of developing a Sustainable Development minor. The philosophical framework that specified the courses that were chosen can be found here:

http://sdp.cas2.lehigh.edu/

. A more extensive inventory will be completed in academic year 2014-2015.

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	---
Practicums	---
Independent study	---
Special topics	---
Thesis/dissertation	---
Clinical	---
Physical education	---
Performance arts	---

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

Yenny Anderson
Director
Office of Institutional Research

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:

Total number of graduates from degree programs:

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:

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

Delicia Nahman
Sustainability Officer
Office of Sustainability

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?:
No

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

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

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

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

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

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

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

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

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

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):

Sustainable Development

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

The minor in SDEV consists of a minimum of at least 15 hours of study that includes a combination of core courses and approved electives. Minors are required to complete a total of 8 core credits (SDEV 010, SDEV 201 and SDEV 202) or (SDEV 010 and SDEV 203). The remaining 7 credits may be selected from the Additional Course Electives.

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

http://catalog.lehigh.edu/coursesprogramsandcurricula/artsandsciences/sustainabledevelopment/#undergraduatetext

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Delicia Nahman
Sustainability Officer
Office of Sustainability

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*.

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

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

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

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

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

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

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

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

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

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

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

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

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

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

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

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

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

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

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

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

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

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

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Immersive Experience

Responsible Party

Delicia Nahman
Sustainability Officer
Office of Sustainability

Criteria

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

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

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

   And/or

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

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

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

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

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

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

The Lehigh in Costa Rica Program has operated study abroad courses for over 17 years. The close association developed between Lehigh's faculty and a variety of Costa Rican NGOs (non-government organizations) has allowed us to expand our program to include two new initiatives: 1) A 7-week summer internship program, and 2) A summer environmentally-oriented "summer serve" project.

The goal of program is to augment classroom education currently available to students in environmental science or environmental studies with practical on-the-ground experience in sustainable development projects. Students will work on projects related to conservation, particularly in the area of building and/or maintaining biological corridors. The sustainability and integrity of Costa Rica's environment is crucial to the ecotourism strategy of sustainable development for which Costa Rica is well known. These programs are designed to address the following educational goals:

- Allow students who lack the time or financial resources for a semester-long study abroad program to participate in international learning experiences.

-Create international opportunities specifically tailored to students with an academic background or general interest in the environment and/or international development.

-Demonstrate the inherent interdisciplinary character of "sustainable development" studies by emphasizing the connections among environmental conservation, economic development, and social/economic equity.

-Provide students with an appreciation for the environmental aspects of sustainable development in rural Latin America and expose students to issues related to conservation and preservation of biotic and ecosystem diversity.

-Expose students to Latin American culture and reinforce Lehigh's connection with various NGOs in Costa Rica.

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

http://www.lehigh.edu/~incis/lehighincostarica.html

Sustainability Literacy Assessment

Responsible Party

Delicia Nahman
Sustainability Officer
Office of Sustainability

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.

Submission Note:

A survey was completed in Spring 2014 so Lehigh can include these results next year.

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

Incentives for Developing Courses

Criteria

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

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.

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No
Air & Climate	---
Buildings	---
Dining Services/Food	---

Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---
Public Engagement	---
Other	---

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive

outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The website URL where information about the institution's campus as a living laboratory program or projects is available:

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

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.

Submission Note:

Institution does not collect this data. However, there are a number of faculty that do conduct sustainability research. This data will be submitted in future reports.

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

Support for Research

Responsible Party

Alan Snyder
Vice President and Associate Provost for Research and Graduate Studies
Research & Graduate Studies

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?:

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

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?:

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

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?:

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

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

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

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

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

Access to Research

Responsible Party

Alan Snyder
Vice President and Associate Provost for Research and Graduate Studies
Research & Graduate Studies

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.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

Number of divisions covered by a policy assuring open access to research:

A brief description of the open access policy, including the date adopted and repository(ies) used:

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

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

The website URL where information about open access to the institution's research is available:

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

Katie Klaniecki
Sustainability Program Coordinator
Office of Sustainability

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?:
Yes

Number of degree-seeking students enrolled at the institution:
7,373

Name of the student educators program (1st program):
Lehigh Eco-Reps

Number of students served (i.e. directly targeted) by the program (1st program):
3,425

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

The Lehigh Eco-Reps program is a peer-to-peer education program focused on training student leaders to embody and promote sustainable living in residential halls and Greek houses. Eco-Reps foster sustainable behavior among their peers through fun and educational programs such as: energy conservation competition, RecycleMania competition, documentaries, up-cycling crafts, light bulb swaps, and green trivia.

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

Any Lehigh undergraduate students may enroll in the 1-credit Sustainability in Action course (2hr/week) or attend the 1-hour/week Eco-Reps club. Each student represents their residence hall or Greek house and must commit to a semester of activities. Student coordinators apply for their leadership positions, are interviewed and are compensated for their efforts.

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

All Eco-Reps receive weekly training in event planning, environmental topics, outreach strategies, and effective communications techniques. There is also an orientation to the program each fall semester.
Student coordinators take part in three days of training prior to the start of each academic year. This orientation includes information about Lehigh's sustainability goals, effective leadership strategies, how to organize students, and how to plan effective events.

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

The Lehigh Eco-Reps program is funded by Lehigh's Residential Services department. The program is further supported by the Office of Sustainability, Residential Life, and the Environmental Initiative department.

Name of the student educators program (2nd program):
N/A

Number of students served (i.e. directly targeted) by the program (2nd program):
0

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

0

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

0

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

N/A

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

N/A

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

N/A

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

N/A

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

3,600

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

http://sustainability.lehigh.edu/ecoreps

Student Orientation

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:

10

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

Students have the option of attending a faculty lecture during Orientation that addressed the issue of sustainability in the business field. We also offer a 3-day pre-orientation program focused on sustainability called SustainabLEHIGH.

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

http://studentaffairs.lehigh.edu/content/prelusion

Student Life

Responsible Party

Delicia Nahman
Sustainability Officer
Office of Sustainability

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	No
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
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	No
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	---

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

Residential and Greek Eco-Reps: peer-to-peer education program focused on training student leaders to embody and promote sustainable living in residential halls and other facilities. Green action and Engineers without Borders are also student groups whose interests are sustainability-focused or related. Their descriptions are below:

Green Actions-is focused on reducing pollution of harmful chemicals, reducing global climate change, and reducing the depletion of vital natural resources, as well as promoting renewable energies, recycling, and discouraging environmentally irresponsible behaviors. Members of Green Action attend national and state-wide conferences to learn more about the environment, lobby US Senators, and protest America's less environmentally friendly activities. Green Action has performed waste audits, promoted plastic bag recycling and reusable take-out containers, among other actions.

Engineers without Borders- Started in 2002, Engineers Without Borders (EWB) is an international non-profit humanitarian organization that works to provide basic needs to communities in need. EWB is a multidisciplinary group of students, from all majors and programs, dedicated to learning about and tackling issues of global poverty, international development, and sustainability. Their mission is to both educate a new generation of students about global inequalities through workshops and presentations and to enable students to use this knowledge to design workable solutions to real life problems. The organization is composed of both university and professional chapters that focus on specific projects addressing issues such as providing clean water, education, sanitation, and renewable energy. EWB focuses on low cost, high impact projects.

To promote sustainability the organization partners with host communities on projects so that the communities can manage the systems autonomously in the future. The project gives students a range of experience from international relations to technical engineering skills. Today there are over 300 chapters and 12,000 members in the United States alone.

The projects EWB takes on are initiated by, and completed with, contributions from the host community working with the EWB project team. The organization has previously designed, funded, and implemented a small-scale water treatment project in Pueblo Nuevo, a village of approximately 1,500 people in northwestern Honduras.

The website URL where information about student groups is available:

https://sustainability.lehigh.edu/ecoreps

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:

Lehigh University has several urban agriculture projects where students are able to gain experience in organic agriculture and/or sustainable food systems. At present the University's South Side Initiative manages several community gardens on the South Side of Bethlehem, PA. One of these gardens (approx. 1 acre) is on the Lehigh University campus, and it provides plots of land in which students can grow organic food. This garden also reserves land for larger student projects, such as composting and 4-square intensive gardening that provides for local food kitchens. (See:

www.lehighvalleylive.com/bethlehem/index.ssf/2013/09/lehigh_university_student_crea.html

.) The other gardens are located on city land and provide a space for students to work with members of the local community to grow fresh, healthy food. Currently the South Side Initiative's Community Gardens and Urban Agriculture Working Group and the CLIP Permaculture Initiative run programming out of these gardens for children from low-income families who rely on the Bethlehem Boys & Boys Club, as well as children from Broughal Middle School, and Big Brother, Big Sister. In these programs, university students grow, harvest, cook, and eat fresh and organically grown produce with program participants. (See:

http://ssi.cas2.lehigh.edu/community-gardens-and-urban-agriculture

and

https://www.facebook.com/clip.permacultureinitiative?fref=ts

.) Lehigh University also offers an Urban Agriculture course during the summer in which a professional organic farmer from the Rodale Institute uses the community garden to teach students about organic growing methods, pest management, weed management, and soil management.

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

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

N/A

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

A brief description of the sustainable investment or finance initiatives:

The GreenFund was created to provide financial resources to members of the Lehigh community who want to create a greener, more environmentally sustainable campus. One-time grants of up to $2,000 will be awarded to students, faculty, and staff to facilitate green projects.

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

http://sustainability.cc.lehigh.edu/greenfund

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

The Lehigh Valley Association of Independent Colleges (LVAIC) Campus Sustainability Conference 2014 is an opportunity to share the innovations, activities, frameworks, learning outcomes, tools, strategies, research, theory and leadership initiatives that are changing the face of sustainability across the Lehigh Valley's higher education institutions. Student compose about 50% of the audience.

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

http://www.lvaic.org/default.aspx?pageid=738

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

Trashion Show: an exhibition of clothing made entirely out of trash or recyclable materials. Students planned the event, designed the clothing, and attended the show.

Art installation: Students in Lehigh's College of Arts and Sciences created two art installations that were on display during the university's Sustainability Conference, which took place in the LEED-certified STEPS Building in February 2014. "Bottled Wave" employed only plastic bottles and staples to create an impression of transparent bubbles. Lehigh students extracted 651 bottles from trash bins to illustrate the volume of waste unconsciously generated by choosing one-time use disposable bottles instead of multiple-use refillable containers.
(

http://lehighu.tumblr.com/post/75945965843/lehigh-cas-students-created-two-art-installations

)

The website URL where information about the cultural arts event(s) is available:
http://sustainability.lehigh.edu/ecoreps

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

N/A

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

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

As part of the first-year experience, students have the option of attending a faculty lecture during Orientation that addressed the issue of sustainability in the business field. We also offer a 3-day pre-orientation program focused on sustainability called SustainabLEHIGH.

The website URL where information about the theme is available:
http://sustainability.cc.lehigh.edu/sustainabLEHIGH

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

The Green House is an environmentally themed community serving as a hub for people who value environmental awareness in their living space. Through several collaboration efforts with other offices on Lehigh's campus, The Green House hopes to bring a feeling of respect and maintenance for our natural resources.

The community's primary goals are to learn strategies and technologies that can minimize our impact on the environment and to implement those findings; to sponsor and hold programs based on environmentalism and sustainability; to purchase bicycles for the community in order to encourage less driving.

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

http://www4.lehigh.edu/housing/residencehalls/aztypes/green.aspx

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability provides student employment opportunities year around. These employment opportunities are in support of achieving Lehigh's Campus Sustainability Plan goals, creating a culture of sustainability and providing students with skills that they can transfer to their professional careers.

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

https://sustainability.lehigh.edu/about/jobs

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

N/A

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

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

N/A

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

Outreach Materials and Publications

Responsible Party

Delicia Nahman
Sustainability Officer
Office of Sustainability

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	No
Building signage that highlights green building features	No
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	No
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	No
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	No
Other sustainability publications or outreach materials not covered above	No

A brief description of the central sustainability website:

The Sustainability at Lehigh website features sustainability initiatives and efforts across the university. The website highlights the Campus Sustainability Plan, information about sustainability groups on campus, news articles covering sustainability topics, and progress and achievements in the sustainability field.

The website URL for the central sustainability website:

A brief description of the sustainability newsletter:

n/a

The website URL for the sustainability newsletter:

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

The Office of Sustainability and the Lehigh Eco-Reps program utilize Facebook, Twitter and Instagram. Facebook is the primary social media platform.

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

https://www.facebook.com/LehighSustainability

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

n/a

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

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

n/a

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:

Point of Sale Identification
Nutritional Analysis
Local, Organic, Fair Trade Identification

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

http://www.lehighdining.com/■

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

n/a

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

A brief description of the sustainability walking map or tour:

Lehigh's Sustainability Tour is an interactive Web GIS tour that illustrates Lehigh University's efforts towards sustainability.

The website URL of the sustainability walking map or tour:

http://gisweb.cc.lehigh.edu/sustainability/

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

n/a

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

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

n/a

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:

Live Lehigh Manual. The Lehigh Living publication is distributed electronically to all students residing on campus. It contains a great deal of useful information regarding living on campus. It also contains a section (p. 11) addresses our sustainability programs and provides tips on how to live a greener life while a resident at Lehigh.

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

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:

n/a

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:

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

n/a

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

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

No

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

n/a

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

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

No

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

n/a

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

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

No

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

n/a

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

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

No

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

n/a

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

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

No

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

n/a

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

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

No

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

n/a

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

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

No

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

n/a

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

Outreach Campaign

Responsible Party

Katie Klaniecki
Sustainability Program Coordinator
Office of Sustainability

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):
RecycleMania

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

RecycleMania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Lehigh participated in RecycleMania for the first time in 2013 and continued involvement in the 2014 competition. The competition is promoted through email, newsletters, tabling, events and activities.

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

-Increase awareness of event due to large banner over walkway, bus ads, article in the student newspaper
-Increased engagement and attendance at RecycleMania events. Over 80 attendees at the Trashion Show.

2014 Results:
Grand Champion: 158 of 256
Per Capita Classic: 74 of 362
Gorilla: 130 of 365
Food Service Organics: 108 of 187

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

https://sustainability.lehigh.edu/recyclemania

The name of the campaign (2nd campaign):
Energy Conservation Month

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

Each November, Lehigh hosts an Energy Conservation Month designed to reduce energy consumption on campus and increase awareness of energy conservation topics. The Eco-Reps organize and promote this competition through engaging events and programs, creative marketing, and hall v. hall competitions.
Types of events:
-Energy Pledge
-Sweater Day
-Power Down, Power Up yoga
-One Hour, No Power event
-Educational tabling
-Greek chapter meetings in the dark
-Light bulb swap
-Prompts
-Posters and fliers

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

During the 2013 competition, there was an 8.94% per capita energy consumption savings in participating Lehigh buildings. This was an increase over the 2012 competition's savings of 6.6%.

During the 2014 competition, over 100 staff and students signed the energy pledge.

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

https://sustainability.lehigh.edu/saveenergy

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

-Game Day Challenge: increased awareness of recycling at home football game. Achieve a 33% recycling rate.
-Sweater Day: engaged staff and faculty in Energy Conservation month through a Sweater Day. Took photos of several participating offices.

Employee Educators Program

Responsible Party

Katie Klaniecki
Sustainability Program Coordinator
Office of Sustainability

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*.

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:
No

Total number of employees:

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

Number of employees served by the program (1st program):

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

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

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

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

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

Number of employees served by the program (2nd program):

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Responsible Party

Judy Zavalydriga
Director, Employee Relations and Workplace Learning & Performance
Human Resources

Criteria

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

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

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

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

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

Staff Professional Development

Responsible Party

Judy Zavalydriga
Director, Employee Relations and Workplace Learning & Performance
Human Resources

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

A brief description of the sustainability trainings and professional development opportunities available to staff :

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

The website URL where information about staff training opportunities in sustainability is available:

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

Responsible Party

Dale Kochard
Asst Vice President
Community & Regional Affairs

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*.

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

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "supportive"?:
Yes

A brief description of the institution's supportive sustainability partnership(s) with the local community:

Community garden programs including installation of multiple gardens, engagement of local community in the gardens, education of local youth about organic gardening and Permaculture concepts, and donation of produce to local food banks. Faculty, staff and students are involved with the programs. Campus, civic and community leaders are involved in the program.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"?:
Yes

A brief description of the institution's collaborative sustainability partnership(s):

Lehigh is partnering with the Bethlehem Area School Distict in an Elementary and a Middle School as a lead partner in a Community School initiative. Lehigh employs 1-2 individuals at each school to manage after-school enrichment programs in collaboration with the academic programs. Parental programs (ESL, financial basics, computer classed, etc.) are also sponsored. Both schools are located in a low income area where 90% of students are on a free or reduced-cost lunch program. Lehigh students volunteer thousands of hours

annually for such activities as: tutoring, mentoring, homework clubs, enrichment programs, physical activities with the students at these schools. Activities are overseen by our Center for the Development of Urban Educational Leaders in our College of Ed.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "transformative"?:

No

A brief description of the institution's transformative sustainability partnership(s) with the local community:

N/A

A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:

N/A

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Delicia Nahman
Sustainability Officer
Office of Sustainability

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:

Lehigh Valley Association of Independent Colleges (LVAIC) sustainability conference

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:

Lehigh Valley Association of Independent Colleges (LVAIC)

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

Lehigh is part of the Pennsylvania Environmental Resource Consortium (PERC). Attends regional sustainability conferences (i.e. EcoRep symposium).

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

http://www.lvaic.org/default.aspx?pageid=125

Continuing Education

Responsible Party

Judy Zavalydriga
Director, Employee Relations and Workplace Learning & Performance
Human Resources

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.

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

Does the institution offer continuing education courses that address sustainability?:

No

Number of continuing education courses offered that address sustainability:

0

Total number of continuing education courses offered:

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

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

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

No

A brief description of the certificate program:

Year the certificate program was created:

The website URL where information about sustainability in continuing education courses is available :

Community Service

Responsible Party

Carolina Hernandez
Director of the Community Service
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.

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

Number of students engaged in community service:

2,750

Total number of students :

6,565

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

No

Total number of student community service hours contributed during a one-year period:

50,000

Does the institution include community service achievements on student transcripts?:

No

A brief description of the practice of including community service on transcripts, if applicable:

not applicable

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

No

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

not applicable

The website URL where information about the institution's community service initiatives is available:

http://www.lehigh.edu/service

Community Stakeholder Engagement

Responsible Party

Dale Kochard
Asst Vice President
Community & Regional Affairs

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*.

Submission Note:

Other website URL where information about the institution's community stakeholder engagement framework and activities is available:

http://studentaffairs.lehigh.edu/service

https://ssi.cas2.lehigh.edu/

http://community_fellows.cas2.lehigh.edu/

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

The Directory of the Community Service Office and the Asst. VP of Community and Regional Affairs serve on the Board of local organizations who serve economically distressed residents in an effort to stay engaged and remain knowledgeable about the needs of the community.

All community-based research projects undergo IRB review and approval to assure underrepresented groups are protected.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

The Directory of the Community Service Office and the Asst. VP of Community and Regional Affairs serve on the Board of local organizations who serve economically distressed residents in an effort to stay engaged and remain knowledgeable about the needs of the community.

All community-based research projects undergo IRB review and approval to assure underrepresented groups are protected.

List of identified community stakeholders:

• Bethlehem Community Collaborative
• Bethlehem Mayor's South Side Task Force
• Bethlehem Public Library - Southside
• Boys and Girls Club of Bethlehem
• Broughal Middle School
• City of Bethlehem (Police, Fire, DCED, Parks, etc.)
• Community Action Committee of the Lehigh Valley
• Cops 'N Kids
• Donegan Elementary School
• Habitat for Humanity of the Lehigh Valley
• Hispanic Center of the Lehigh Valley
• New Bethany Ministries
• Promise Neighborhoods of the Lehigh Valley
• Victory House
• YWCA Bethlehem

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The Community and Regional Affairs office organizes a Community and Club EXPO the first day of class each academic year to engage Lehigh's students with the many businesses and organizations that operate proximate to campus. They sponsor several events in the community that serve to integrate the campus and local community in a social setting. They serve on local boards and committees to assure the community's interests are considered in Lehigh's operation. Lehigh's events are listed on the Campus Calendar and are communicated directly to encourage community engagement.

The Community Service Office coordinates a series of programs throughout the academic year that engages Lehigh students directly in the local schools, agencies, government, and social organizations. They hold monthly programs on campus to bring families to the campus and each semester they hold a major program that attracts over 1000 youth and their families to campus for entertaining and educational programming. Lehigh has partnered with a local Elementary and Middle School as the lead partner in a Community School model. A Lehigh employee is assigned to each school and works directly with the Principal, teachers and staff to develop and implement after school programing that will encourage and enhance academic performance at the school. Both schools are located in an economically distressed neighborhood as evidence by the fact each school has over 90% of their students on the free or reduced lunch program. A unique annual program, "Livin' la Vida Lehigh", invites students from this local Middle School to spend a day with Lehigh students going to class, lunch and participating in activities to illustrate what it is like to attend college. Our work with the local Community Schools has resulted in improvements in the academic indicators that will eventually lead to academic achievement. We have seen increased participation among students in the afterschool programs that leads to increased academic performance. Discipline cases are down and student attendance is up. Parental engagement has increased dramatically, especially in the Elementary School. We have seen as a direct result of our community school involvement that parent engagement has increased almost 400%. (391% to be exact). Additionally Donegan elementary school's score in the PA performance profile has increased to 67.7 percent. Lehigh provided 8,000 tutor hours last year at our community schools. We are vigilantly checking our attendance and tracking chronic absenteeism and tardiness. We have over 117 after school programs at our schools and over 50 kids engaged.

The South Side Initiative (SSI) is an academic program that brings together Lehigh University faculty, students and staff with the people of Bethlehem in order to share knowledge, foster democracy, and improve the quality of life in Bethlehem. SSI does this by developing courses focused on the past, present and possible future of the city. They support working groups within the community to conduct ongoing research and they sponsor events such as public forums, visiting lectures, film series, public art and public history projects.

The Community Fellows Program matches graduate students in our College of Arts and Sciences with non-profit organizations for a year. The student commits 15 hours per week toward meaningful projects for the organization while taking courses toward a masters' degree. As an example, we currently have a student working with the Promise Neighborhoods of the Lehigh Valley researching specific data involving youth in the City of Bethlehem and organizing community meetings to share that information with the residents of Bethlehem. The objective is to solicit input from the residents as to where a Bethlehem Promise Neighborhood should be created. Another student is working with the City researching and cataloging vacant properties in a portion of Bethlehem in an effort to create a baseline evaluation for their community development efforts.

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

http://www4.lehigh.edu/community

Participation in Public Policy

Responsible Party

Delicia Nahman
Sustainability Officer
Office of Sustainability

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.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

No

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

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

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

The website URL where information about the institution's advocacy efforts is available:

Trademark Licensing

Responsible Party

Mark Ironside
Executive Director, Business Services
Business Services

Criteria

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

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

Is the institution a member of the Worker Rights Consortium?:

No

Is the institution a member of the Fair Labor Association? :

No

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

No

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

Hospital Network

Responsible Party

Delicia Nahman
Sustainability Officer
Office of Sustainability

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

Gary Falasca
Director
Facilities Services

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

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

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?:

Yes

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

Independent calculation by Facilities Engineering staff

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	18,491 *Metric Tons of CO2 Equivalent*	26,327 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	1,156 *Metric Tons of CO2 Equivalent*	926 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	33,068 *Metric Tons of CO2 Equivalent*	30,547 *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	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

not applicable

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

not applicable

A brief description of the composting and carbon storage program:

not applicable

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

not applicable

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,627	4,608
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,931.33	7,577.33
Full-time equivalent of employees	1,790.67	1,654
Full-time equivalent of distance education students	212	234.33

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2007	Dec. 31, 2007

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

April 2008, after creation of independent Climate Commitment document

Gross floor area of building space, performance year:

4,566,228 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	177,186 *Square Feet*
Healthcare space	3,092 *Square Feet*
Other energy intensive space	283,250 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	0 *Metric Tons of CO2 Equivalent*
Commuting	0 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	0 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	0 *Metric Tons of CO2 Equivalent*

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

not applicable

A copy of the most recent GHG emissions inventory:

Facilities Services GHG Inventory 2007-2013.xlsx

The website URL where the GHG emissions inventory is posted:

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

Elimination of all fuel oil use for heating, reduction of wattage in lighting, reduction in kwh via VSD on large pumps and fan motors, improved temperature control via upgraded building DDC systems and boiler controls.

Outdoor Air Quality

Responsible Party

Gary Falasca
Director
Facilities Services

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:

not applicable

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:

Compliance with Title V EPA

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

	Weight of Emissions
Nitrogen oxides (NOx)	16.06 *Tons*
Sulfur oxides (SOx)	0.10 *Tons*
Carbon monoxide (CO)	13.49 *Tons*
Particulate matter (PM)	1.22 *Tons*
Ozone (O3)	0 *Tons*
Lead (Pb)	0 *Tons*
Hazardous air pollutants (HAPs)	0 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	0.88 *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:

Only run when necessary.

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

Mary Jo Brown
Facilities Space Data Manager
Campus 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.

Submission Note:

Since adopting a new and existing building policy, we have not renovated an existing building. However, Williams Hall will be complete in Spring 2015. We can make changes to this credit then.

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

Building Design and Construction

Responsible Party

Mary Jo Brown
Facilities Space Data Manager
Campus 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:

Lehigh University uses USGBC LEED rating system. We currently have 1 new building that is LEED Gold

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

137,330 *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)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	137,330 *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	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

A copy of the guidelines or policies :

LU_Climate_Commitment_Letter_09.pdf

The date the guidelines or policies were adopted:

April 22, 2009

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

While Lehigh has not created a specific policy for new design and construction, we did sign a climate commitment (2009) that includes new design and construction goals and we passed a Sustainability Plan (2012) reiterating this commitment.

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

While there is no formal process in place for ensuring compliance with green building and design guidelines as of this submission, Campus Planning is in the process of creating guidelines and policies pertaining to campus projects.

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

<div align="center">

Responsible Party

Gary Falasca
Director
Facilities Services

</div>

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:

4,068,959 *Square Feet*

Gross floor area of building space:

4,566,229 *Square Feet*

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

Environmental Health & Safety responds to building occupant complaints, measures for pollutants such as gases and mold and recommends remediation based on findings. EH&S has developed a mold remediation protocol. Chemical fume hoods are checked and face velocities confirmed annually.

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

Bruce Christine
GM
Dining Services

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:

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

8.90

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:

Local Organic Produce
Local Meat
Fair Trade Chocolates, Bananas, Coffee, Tea
Local Dairy Products
Local Bakery Products
Local Prepackaged Retail Products

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)?:

Yes

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:

8.90

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:

Local Organic Produce
Local Meat
Fair Trade Chocolates, Bananas, Coffee, Tea
Local Dairy Products
Local Bakery Products
Local Prepackaged Retail Products

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

With 23 cost centers across campus, we purchase local, organic or sustainability sourced food and beverage when possible based on seasonality, availability and customer demand.

We offer an on-site Dietician for nutritional analysis and labeling of food/beverage products along with health information sessions/individual appointments.

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

Used Sodexo Purchasing Division Database for Lehigh University Dining

Total annual food and beverage expenditures:

3,113,278 *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	Yes	Yes
Convenience stores	No	No
Vending services	No	No
Concessions	Yes	Yes

Has the institution achieved the following?:

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

Lehigh Dining and Lehigh University are working to achieve certification of MSC and Real Food Challenge in 2014-2015 calender year

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

Low Impact Dining

Responsible Party

Bruce Christine
GM
Dining Services

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.

Submission Note:

data based on 2012-2013 academic year
current tools do not identify as detailed as needed for report

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

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

25

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

Due to lack of tracking tools, we are estimating an average of weekly purchases. Will work with Sodexo purchasing division for tool tracking

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

No

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"):

Meatless Monday's at all Student Restaurants
Sodexo Simple Servings Program
Not a complete vegan dining program- above listed are a part of the offerings based on customer request

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

Surveys, communication with students between dietitian and management

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

Annual dining services expenditures on food:

3,113,278 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

66,736 *US/Canadian $*

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

Gary Falasca
Director
Facilities Services

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	599,974 *MMBtu*	595,132 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	220,058 *MMBtu*	191,310 *MMBtu*
District steam/hot water	379,916 *MMBtu*	403,822 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	4,566,228 *Gross Square Feet*	4,171,377 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	182,268 *Square Feet*
Healthcare space	3,092 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	5,602
Cooling degree days	1,083

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	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2007	Dec. 31, 2007

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

First year of complete available data

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

74 cooling, 68 heating

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

Emergency exit signs and a portion of street lighting.

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

Lighting occupancy sensors for all residential common area spaces and select administrative office spaces

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:

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:

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

13 steam meters installed on high use buildings. Steam trap maintenance program in place for all steam distribution mains.

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

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

Main campus is maintained as an arboretum, with shade trees diminishing the need for air conditioning in summer months.

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

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

Large volume field houses and arena areas have been converted to high output T5 lighting for enhanced performance at lower wattage.

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

Clean and Renewable Energy

Responsible Party

Gary Falasca
Director
Facilities Services

Criteria

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

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

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

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

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

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	0 *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)	0 *MMBtu*

Total energy consumption, performance year:

599,974 *MMBtu*

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

Four solar panels to illuminate entrance sign lighting....output is negligible.

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

N/A

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

N/A

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

N/A

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

Gary Falasca
Director
Facilities Services

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	1,600 *Acres*
Footprint of the institution's buildings	473 *Acres*
Area of undeveloped land, excluding any protected areas	1,000 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	126 *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 :

Lehigh requires Brickman Group, our landscape service provider, to maintain Lehigh's grounds in accordance with a Brickman IPM plan. Details can be found on their website.

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

Lehigh is committed to a campus where the principles of sustainability are clearly evident in the built environment and surrounding landscape and where these principles guide all design, development and maintenance processes in terms of environmental sensitivity and energy efficiency. We utilize smart irrigation systems to reduce water consumption, convert old roads into pedestrian pathways to reduce heat island effect, limit pesticide use on campus and compost yard waste into mulch.

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

Native and ecologically appropriate plants are used in all the new plantings. Only when necessary, are pesticides used for spot treatments.

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

Lehigh has a waste collection site for landscape materials throughout the year. Mulch, which is the finished product, is applied throughout the year.

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

na

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

Lehigh has eliminated our commercial fertilizers for mulch and instead uses mulch produced from an on-campus mulch pile.

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

n/a

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:

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

Gary Falasca
Director
Facilities Services

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:

N/A

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

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

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

N/A

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

N/A

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

N/A

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

Jane Altemose
Sourcing Manager
Purchasing

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:

The quoted spending above is specifically for computers purchased by the IT department for public spaces only. It does not include monitors, thin clients, etc or any private department purchases, which cannot track EPEAT at this time.

"---" *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?:
No

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

The electronics purchasing policy, directive, or guidelines :

We handle this at the RFP level, requesting EPEAT Silver or better. There is no institution wide policy or guideline YET, however we are currently in the approval process for the new Sustainable Purchasing Policy, which will include EPEAT silver requirements for

electronics. The policy is with Lehigh's Sustainability Coordinator for review.

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

We manage compliance through review of purchase requests and by making bulk PC purchases as a result of RFP processes. EPEAT silver was a requirement for the fiscal year 2015 bulk pc purchase.

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	224,891.44 *US/Canadian $*
EPEAT Gold	0 *US/Canadian $*

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

224,891.44 *US/Canadian $*

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

Cleaning Products Purchasing

Responsible Party

Jane Altemose
Sourcing Manager
Purchasing

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:

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

Cleaning products are purchased through our campus janitorial outsourced vendor. We conducted a thorough RFP process in 2014 to select the vendor and green cleaning products were a mandatory requirement as part of the selection process.

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

Audits are performed by an unbiased 3rd party auditing firm.
Specific pricing for the cleaning materials cannot be pulled out, as they are included in the monthly outsourced contract, which is based on hourly rates of personnel.

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:

0 *US/Canadian $*

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:

See attached.

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

ABM GreenCare at Williams Hall.pdf

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:

Office Paper Purchasing

Responsible Party

Jane Altemose
Sourcing Manager
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.

Submission Note:
Our numbers are roughly the same for this year. The spend on 100% will look very different for FY15.

"---" 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?:
Yes

A copy of the paper purchasing policy, directive or guidelines:
Lehigh Sustainable Purchasing Policy (2) (1).docx

The paper purchasing policy, directive or guidelines:

We conducted an RFP a year ago to select a vendor that coudl provide 100% recycled paper for out IT/library department (public spaces) and our printing and mailing department. The IT department has transitioned to 100% recycled content paper this year. Despite significant testing, or printing department couldn't transition to 100% because the machines run too hot and fast and the paper continually jammed. We use 30% recycled content for printing and 100% for stationary (heavier stock, so doesn't jam). Our Sustainable Purchasing Policy does include 100% recycled paper as part of the EPP purchasing requirements.

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

Purchase paper in bulk moving forward as of January 2014. Prior to that, it wasn't truly monintored through forced substitutions, and the spend will reflect that.

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

Yes

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	25,276 *US/Canadian $*
30-49 percent	77,819 *US/Canadian $*
50-69 percent	475 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	9,809 *US/Canadian $*

Total expenditures on office paper :

113,379 *US/Canadian $*

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

http://www.lehigh.edu/~inubs/purchasing/SustainabilityPurchasing.shtml

Inclusive and Local Purchasing

Responsible Party

Jane Altemose
Sourcing Manager
Purchasing

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.

Submission Note:

We are unable to report a specific percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses at this time.

No change in this section from previous year. jca 9-29-14

"---" *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?:

Yes

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

Lehigh Sustainable Purchasing Policy (2) (1).docx

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

Excerpts from various sources (Lehigh's Strategic Plan, etc.):
Partnering in the renaissance of the local community is one of the 4 tennants of Lehigh's Strategic Plan.

Lehigh manages a Small Business Development Committee (SBDC), focused on small and local, but NOT disadvantaged business opportunities.

Lehigh also works with the Rising Tide Community Loan Fund, loaning money to businesses that cannot obtain commercial loans through the normal course of business (often start-ups and minority owned businesses).

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:

0

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

Life Cycle Cost Analysis

Responsible Party

Delicia Nahman
Sustainability Officer
Office of Sustainability

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.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

No

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Jane Altemose
Sourcing Manager
Purchasing

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?:

All

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?:

All

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

Lehigh MSA-FINAL.doc

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

All of our vendors must sign Lehigh's standard contracts, which specifically address Equal Opportunity Employment and Worker's Compensation Insurance Coverage Requirements. We have no specific policies for vendors regarding environmental standards across the board, but they are specifically addressed on a project by project basis.

The Sustainable Purchasing Policy attached draft is currently in the approval/review process. It does indicate the policies apply to the entire campus community.

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:

See attached draft policy currently being reviewed.

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

Robert Bruneio
Manager, Transportation Services
Transportation Services

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 :

140

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	1
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	15

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

Lehigh University is currently seeking ways to supplement our fleet with alternative fuels and power technology by exploring several options that would be a good fit for our community. There are several options that are being researched. We are also looking at ways to off-set costs to fund the project.

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

Student Commute Modal Split

Responsible Party

Robert Bruneio
Manager, Transportation Services
Transportation Services

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:

75.70

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)	24.30
Walk, bicycle, or use other non-motorized means	62.60
Vanpool or carpool	5.40
Take a campus shuttle or public transportation	7.30
Use a motorcycle, scooter or moped	0.30

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

A sustainability survey was distributed by the Office of Sustainability in fall 2013 in which students were asked to anonymously respond to the following question: What is your primary mode of transportation to campus? The answers from which they could choose were the OP-19 answers listed above. This survey was approved by the IRB and can prove statistically valid.

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

Employee Commute Modal Split

Responsible Party

Robert Bruneio
Manager, Transportation Services
Transportation Services

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:

9.90

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)	90.10
Walk, bicycle, or use other non-motorized means	4.80
Vanpool or carpool	3.40
Take a campus shuttle or public transportation	0.50
Use a motorcycle, scooter or moped	1.20
Telecommute for 50 percent or more of their regular work hours	0

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

A sustainability survey was distributed by the Office of Sustainability in fall 2013 in which faculty and staff were asked to respond to the following question: What is your primary mode of transportation to campus? The answers from which they could choose were the OP-19 answers listed above. This survey was approved by the IRB and can prove statistically valid.

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

Support for Sustainable Transportation

Responsible Party

Robert Bruneio
Manager, Transportation Services
Transportation Services

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?:

No

A brief description of the facilities for bicycle commuters:

We provide Bike Racks in several locations on the campus - There is not a designated facility for showers, however, the use of the gym, where locker and shower facilities are available, is an option.

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)?:

Yes

A brief description of the bicycle parking and storage facilities:

We do provide bike racks outside most of our academic and administrative buildings. There is also bike racks installed outside most of our residential housing units.

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:

We do not have a "complete streets" or bicycle accommodation policy, however, we work in compunction with the City of Bethlehem with their bicycle regulations. The City of Bethlehem Bicycle regulations 951.06 which outlines that bicycles must be parked in bike racks and not operate on sidewalks in pedestrian malls.

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

No

A brief description of the bicycle sharing program:

We are in the process of research and analysis to develop a program.

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:

We are not certified, however, we are in the process of research and analysis to potentially be certified within the next year.

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):

Lehigh University operates free on campus bus shuttles to get faculty, staff and students to/from the three campuses: Mountaintop, Saucon Village & Goodman campuses. There is also a late night shuttle intended to transport students to/from on and near by off campus locations.

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:

N/A

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:
No

A brief description of the carpool/vanpool program:

We are in the process of reviewing an agreement with Zimride.

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?:
Yes

A brief description of the car sharing program:

We currently use the Enterprise Car Share program. It is available to faculty, staff and students for personal use.

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:

N/A

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:

N/A

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

Yes

A brief description of the condensed work week program:

The University has a "Flex Time" scheduling. "A "Flexible Time" schedule means a work schedule which includes designated hours during which an employee may, with the approval of the supervisor and under work unit plans approved by the department head, elect an alternative time of arrival and departure from work. It may also include
required days or hours during which an employee subject to the work schedule must be present for work.
Working hours must be balanced to meet the operating needs of the department and, if possible, an employee's own personal preferences as to work hours.
The University makes flextime available to employees. Supervisors and department heads are encouraged to approve flextime schedules if effective and efficient operations are ensured. Supervisors and managers do not have to approve any proposed schedule that will interfere with the services offered or the work to be performed within the unit, department, or University"

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

Yes

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

Lehigh University has the "Home Buying Initiative for South Side Bethlehem". There are 3 loan plans available - a choice between 2 forgivable loan plans for the purchase of a primary residence within the programs' geographic boundaries plus 1 curb appeal" deferred payment loan for exterior home improvements. This program is available to eligible staff members working at least 75% of a full-time schedule.

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:

N/A

The website URL where information about the institution's sustainable transportation program(s) is available:

http://www.lehigh.edu/parking

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

Gary Falasca
Director
Facilities Services

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.*

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	422.01 *Tons*	333.18 *Tons*
Materials composted	718.98 *Tons*	658.29 *Tons*
Materials reused, donated or re-sold	14 *Tons*	13 *Tons*
Materials disposed in a solid waste landfill or incinerator	1,168.06 *Tons*	1,269.32 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,627	4,608
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,931.33	7,577.33
Full-time equivalent of employees	1,790.67	1,654
Full-time equivalent of distance education students	212	234.33

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, 2010	June 30, 2011

A brief description of when and why the waste generation baseline was adopted:

First year of overall data

A brief description of any (non-food) waste audits employed by the institution:

The Office of Sustainability conducts 4-6 non-food waste audits annually on academic, administrative, residential and greek buildings

A brief description of any institutional procurement policies designed to prevent waste:

Lehigh worked with our office supplies vendors to minimize packaging supplies are delivered in.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Asa's Attic is Lehigh's Surplus Property Disposal program available to faculty and staff departments

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Library and Technology Services works with Lehigh faculty to educate them about alternatives to requiring printing in their classes.

A brief description of any limits on paper and ink consumption employed by the institution:

Lehigh has instituted a printing quota for students which results in an annual paper savings of a 1 million pages per academic year

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Students who will be packing up at the end of the semester are encouraged
to donate unwanted clothing, linens, electronics, school supplies,
household items, furniture, and unopened food at designated locations
within each residence hall or at the sorting facility on campus.

Proceeds from this sale will fund Lehigh's Afterschool Homework Clubs for
South Bethlehem children.

In addition to benefiting this worthwhile cause, the sale also helps
recycle much-needed items back into the community, at extremely affordable
prices.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

n/a

A brief description of any food waste audits employed by the institution:

Students conduct waste audits in dining and food retail facilities about once a semester to determine food waste for a given meal

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:

All pre-consumer food waste is diverted from the waste stream to a pulper and then buckets which are delivered to a farm where the food waste is composted.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

None at this time

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):

Dining Services provides free reusable to-go containers for students. Student are permitted up to 2 containers per academic year for free. If not returned, students are charged a $10 fee per container.

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):

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:

A brief description of other dining services waste minimization programs and initiatives:

REUSABLE DISHWARE PROGRAM: Students can now reserve Reusable Dishware for an event. The Dishware includes plates, bowls, forks, knives, and spoons. This program is free of charge for the students and contributes to Lehigh Dining goal of being sustainable.

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

http://sustainability.lehigh.edu/node/76

Waste Diversion

Responsible Party

Gary Falasca
Director
Facilities Services

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:

811.35 *Tons*

Materials disposed in a solid waste landfill or incinerator :

1,168.06 *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:

Single stream recycling, improved signage and collection bins, annual move out collection of clothing and furniture for sale to the community with proceeds benefiting local education

A brief description of any food donation programs employed by the institution:

n/a

A brief description of any pre-consumer food waste composting program employed by the institution:

Kitchen food waste dewatered and sent to local compost facility

A brief description of any post-consumer food waste composting program employed by the institution:

Unmonitored volunteer Greek House post consumer food waste composting

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	---
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	---
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	---
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Electronic waste such as computer CPU, monitors, keyboards, mouse, televisions, etc

Construction and Demolition Waste Diversion

Responsible Party

Gary Falasca
Director
Facilities Services

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

47.40 *Tons*

Construction and demolition materials landfilled or incinerated :

6 *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:

Concrete brought to recycling plant, scrap metal recycled, LEED silver used for all new construction and renovations

Hazardous Waste Management

Responsible Party

Gary Falasca
Director
Facilities Services

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:

The university is working toward identifying improvements to our laboratory chemical waste programs in an effort to increase the amounts of chemicals that are shared between laboratories.

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

Environmental Health & Safety requires that all hazardous waste is tagged, capped, closed and submitted to EH&S for proper disposal. Departmentally-generated batteries are disposed of through a campus approved vendor. Lamps, ballasts and mercury-containing equipment are also collected and sent to campus-approved licensed disposal contractor.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

not applicable

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Chemicals no longer wanted by departments can notify EH&S to help either find a new owner or dispose of the materials properly.

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):

Student e-waste program to commence in spring 2014. Students, faculty and staff can drop off unwanted electronic items to on campus collection point. Items that are still in usable condition can be selected to be sold at a community sale which raises money for K-12 homework clubs. Items not diverted to sale will be recycled by e-steward vendor.

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

University-wide collections held a minimum of twice annually. Hard drives of all collected materials removed and cleaned prior to disposal. Fee attached to purchase of new electronics and held in a central account to cover cost of future disposal. Vendors are required to have either e-stewards and/or R2 certifications

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://sustainability.lehigh.edu/ewaste

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

Responsible Party

Gary Falasca
Director
Facilities Services

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

Total water use::

	Performance Year	Baseline Year
Total water use	82,775 *Gallons*	114,339,000 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	82,775 *Gallons*	114,339,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	4,627	4,608
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,931.33	7,577.33
Full-time equivalent of employees	1,790.67	1,654
Full-time equivalent of distance education students	212	234.33

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	4,566,228 *Square Feet*	4,171,377 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	126 *Acres*	126 *Acres*

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

	Start Date	**End Date**
Performance Year	Jan. 1, 2013	Dec. 30, 2013
Baseline Year	Jan. 1, 2007	Jan. 30, 2007

A brief description of when and why the water use baseline was adopted:

First year of available data

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

Unmetered local wells used in lieu of potable city water for irrigation of athletic fields

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

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Low flow fixtures used in all new construction and renovations

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Use of native species only in new plantings

A brief description of any weather-informed irrigation technologies employed by the institution:

Smart irrigation system controls used for all high use and high profile turf areas

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Rainwater Management

Responsible Party

Gary Falasca
Director
Facilities Services

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:

By law, all land development is required to comply with Clean Water Act NPDES permits, which include sediment and erosion control practices and storm water management.

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:

Incremental improvements to existing stormwater collection and conveyance systems, increased planting beds and improved turf management including smart irrigation to limit exposed surfaces and prevent erosion.

A brief description of any rainwater harvesting employed by the institution:

None

Rainwater harvested directly and stored/used by the institution, performance year:

0 *Gallons*

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

None

A brief description of any living or vegetated roofs on campus:

Two small planted roofs on the STEPS building.

A brief description of any porous (i.e. permeable) paving employed by the institution:

None

A brief description of any downspout disconnection employed by the institution:

None

A brief description of any rain gardens on campus:

None

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Large retention structure on Goodman Campus to detain runoff from athletic field venues.

A brief description of any bioswales on campus (vegetated, compost or stone):

None

A brief description of any other rainwater management technologies or strategies employed by the institution:

None

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

Wastewater Management

Responsible Party

Gary Falasca
Director
Facilities Services

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:

82,775,000 *Gallons*

Wastewater naturally handled:

0 *Gallons*

A brief description of the natural wastewater systems used to handle the institution's wastewater:

None

The website URL where information about the institution's wastewater management practices is available:

http://www.lehigh.edu/~infac/facserv.html

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

Delicia Nahman
Sustainability Officer
Office of Sustainability

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:

Lehigh established an environmental advisory committee in 2008. Since then, a Sustainability Office was started and two full time staff were hired.

Sustainability efforts have occurred on this campus for decades, but have solidified more recently. Initiatives include President Gast's Climate Commitment, the formation of the Environmental Initiative and a presidential advisory group - the Lehigh Environmental Advisory Group (LEAG) -- as well as the university's Strategic Plan, which includes a focus on addressing issues related to energy, environment and infrastructure.

In Spring 2011, a series of workshops were hosted by the university's first Sustainability Coordinator and the Lehigh Environmental Advisory Group (LEAG), which asked participants to envision a sustainable campus, share current practices, define sustainability metrics and create ambitious and measurable goals for the campus. In Spring 2012, Lehigh University adopted its first Campus Sustainability Plan. Below you will find additional achievements over the years:

2013
Participated in RecycleMania competition

Sustainability Program Coordinator hired

2012

1st Campus Sustainability Plan adopted

2011

Alpha Phi composter installed

Campus Master Plan with Sustainable Design standards specifically mentioned

Sustainability Plan workshops throughout the university

2010

Green Fund formed

Sigma Epsilon composter installed

Lehigh Community Garden started

Eco-Rep Program started

Sustainability requirement added to Greek accreditation

Green Purchasing Guidelines created

Sustainability Coordinator hired

LVAIC Director of Sustainability Initiatives hired

2009

Climate Commitment signed

Recycling converted to Single Stream Recycling

Strategic Plan written which acknowledges Community Engagement, Energy, Infrastructure and the Environment as areas of particular interest

2008

LEAG formed

2007

Green House, a sustainability-themed student residential community, started

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 Lehigh Environmental Advisory Group (LEAG) was formed in 2008 by President Alice Gast to provide advice to the university leadership on ways to improve sustainability on campus.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Alec Bodzin - LEAG Co-Chair, faculty

Carolina Hernandez - Director of Community Service Office, staff

Dale Tonwsend - Athletic Facilities & Events Representative

David Joseph - Director of Auxiliary Services, staff

Delicia Nahman - Sustainability Officer, Staff

Jessica DeSantis-Berg - At-Large Member Staff

Kathleen Cleary - Graduate Representative

Keith Gardiner - At-Large Member Faculty

Lauren K. Weaver - Consulting Member

Mark Ironside - LEAG Co-Chair, Director of Business Services, staff

Naomi B. Rothman - Faculty Representative

Nicholas DeSalvo - LVAIC staff

Patricia A. Johnson - Faculty

Rafi Mills - Undergraduate Representative

Savannah Monser-Kernosh - Undergraduate Representative

Shokoufeh Elahi - Graduate Assistant

Stacey Kimmel-Smith - LTS Representative

Suzanne L. Irvine - Advancement Representative, Communications, staff

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

http://sustainability.cc.lehigh.edu/environmental-advisory-group

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:

Lehigh University is focused on advancing the intellectual footprint of the university while treading lightly environmentally and advocating equitably. With a distinctive position to make significant contributions in social equity environmental stewardship and economic prosperity, Lehigh's Office of Sustainability is committed to integrating sustainability throughout the university.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

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

http://sustainability.cc.lehigh.edu/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Delicia Nahman, Sustainability Officer; Katie Klaniecki Sustainability Program Coordinator

A brief description of each sustainability officer position:

Sustainability Officer works with departmental leadership to create visions, programs and policies. Implementation of Sustainability Plan is overseen by Sustainability Officer. Sustainability Program Coordinator manages all Office of Sustainability Programs, including Green Teams, Eco-Reps, Recyclemania, and Greek greening efforts.

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

http://sustainability.cc.lehigh.edu/meet-the-staff

Sustainability 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)	No	No
Campus Engagement	No	No
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	No	No
Health, Wellbeing and Work	---	---
Investment	No	No

Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

Through the creation of a campus that is a model of sustainability in practice, teaching and research and can serve as living laboratory, Lehigh will enhance awareness and knowledge of sustainable practices, ensure hands on learning is woven into Lehigh's educational experience

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Short Term (1-3 years)
1) Implement all electronic commerce, processes and web based equipment sharing
2) Identify Environmentally Preferable Products (EPP) opportunities
including implementing recycled content copy paper standards, making business case for baseline products and services and expanding purchase of organic/local foods
3) Implement Sustainable Purchasing Policy that aims at minimizing or reducing GHG emissions, expand education program

Accountable parties, offices or departments for the Curriculum plan(s):

Office of Sustainability, Environmental Initiative, Lehigh Environmental Advisory Committee Curriculum group

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

N/A

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

N/A

Accountable parties, offices or departments for the Campus Engagement plan(s):

N/A

A brief description of the plan(s) to advance Public Engagement around sustainability:

N/A

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

N/A

Accountable parties, offices or departments for the Public Engagement plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Air and Climate:

The recognition of the impacts of environmental degradation and climate change on the quality of life for humans call for creative and systemic shifts in the way we think about our demand for, and use of, finite resources. Worldwide demand for energy, a significant contributor to rising greenhouse gas emissions, and the management of its supply, delivery, economies and consumption, is one of the most vexing sets of challenges facing modern society.

Lehigh University understands this grand challenge and is invested in doing its part to reduce our impact. By conducting comprehensive energy audits and creating an Energy Plan, Lehigh will be able to prioritize projects and recommendations for all university buildings that will lead to sustainability in the area of energy and climate, thereby helping to constrain growth in energy use.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

1) Reduce Lehigh's energy consumption by 3% by 2015

2) Create and expand comprehensive baseline of energy consumption by building

3) Create energy assessment guidelines for new construction and renovations and set timeline for performing audits all existing buildings

4) Create an Energy Plan that addresses campus growth and building needs, energy efficiency retrofits, behavior change opportunities, renewable energy opportunities, and future reduction targets

5) Install occupancy sensors and programmable thermostats / timers for lighting/power/HVAC

6) Reduce energy loss to open fume hood sashes

7) Define a set of temperature control guidelines for new and existing buildings

8) Convert underused public computing sites to wireless lounges

9) Develop a plan to improve energy efficiency within our computing services

Accountable parties, offices or departments for the Air and Climate plan(s):

Facilities Services

A brief description of the plan(s) to advance sustainability in Buildings:

Lehigh can reduce these impacts by retrofitting existing buildings with high efficiency, low waste systems, properly diverting and disposing of construction and demolition waste and ensuring all new buildings are up to standards for LEED certification. Lehigh will facilitate the implementation of sustainable practices and procedures for built structures and natural landscapes that support the education, research, and neighborhood revitalization goals of Lehigh's sustainability plan.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

1) Identify and adopt the for new construction and renovation projects and use environmentally friendly materials wherever possible, 1-3 years

2) Identify and implement green practices related to chemical usage and elimination and/or control of invasive plants and select new plantings based on adaptation to the natural environment, 1-3 years

3) Establish a policy that all new construction and renovation projects will be built to USGBC LEED Silver or equivalent standards

4) Develop a set of guiding principles regarding the selection of preferred products and materials for construction and renovation projects

5) Develop a list of preferred products and materials for ongoing building and maintenance

Accountable parties, offices or departments for the Buildings plan(s):

Campus Planning

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Sustainability should be at the forefront of every food decision - quality of food, impact and knowledge of where and how it is produced, purchased and disposed of. Lehigh University will be a leader in the local food system: partnering, producing and educating the consumer

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Short-term (1-3 years)
1) Create baseline of current food purchases based on categories such as local, organic, and Fair Trade
2) Set clear and achievable % increase(s) in the aforementioned categories for food and beverage related purchases to be met by years 2015, 2022, 2025
3) Create a Sustainable Food Policy that includes food and beverages targets, waste practices
4) Divert "usable" food from the trash and create a food donation program, where feasible
5) Promote reusable mug and container program and provide continued incentive for its use

Intermediate (4-9 years)
1) Expand healthy and sustainable dining program by educating campus population on food waste, healthy eating options, and current wellness and nutrition program
2) Move toward a sustainable food system on campus by starting to grow select produce for consumption on campus and for distribution in the community
3) Ensure that all pre and post consumer waste in dining halls is composted by 2015 with an expansion to eateries by 2020
4) Increase the total food purchases that meet at least one of the four sustainability criteria (local, humane, eco-sensitive, and fair trade)

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Dining Services, Auxiliary Services

A brief description of the plan(s) to advance sustainability in Energy:

Lehigh will be a leader in fostering multi-disciplinary and interdepartmental collaboration toward net climate neutrality

The measurable objectives, strategies and timeframes included in the Energy plan(s):

1-3 years:
1) Reduce Lehigh's energy consumption by 3% by 2015
2) Create and expand comprehensive baseline of energy consumption by building
3) Create energy assessment guidelines for new construction and renovations and set timeline for performing audits all existing buildings
4) Create an Energy Plan that addresses campus growth and building needs, energy efficiency retrofits, behavior change opportunities, renewable energy opportunities, and future reduction targets

Accountable parties, offices or departments for the Energy plan(s):

Facilities Services

A brief description of the plan(s) to advance sustainability in Grounds:

Lehigh can reduce these impacts by retrofitting existing buildings with high efficiency, low waste systems, properly diverting and disposing of construction and demolition waste and ensuring all new buildings are up to standards for LEED certification. Lehigh will facilitate the implementation of sustainable practices and procedures for built structures and natural landscapes that support the education, research, and neighborhood revitalization goals of Lehigh's sustainability plan.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Identify and implement green practices related to chemical usage and elimination and/or control of invasive plants and select new plantings based on adaptation to the natural environment, 1-3 years

Implement a comprehensive forest management plan, 4-9 years

Accountable parties, offices or departments for the Grounds plan(s):

Facilities Services

A brief description of the plan(s) to advance sustainability in Purchasing:

Leveraging the University's buying power by partnering with local businesses and local peer institutions, when possible, can impact the strength of the local community. As an institution for higher learning, Lehigh is equipped with the knowledge and expertise to be proactive in our transition toward sustainability and the ability to educate our campus community about the importance and feasibility of these initiatives. By facilitating the acquisition of resources in a manner that supports the education, research, and neighborhood revitalization mission, the university will be able to transition the campus community towards a cradle-to-cradle approach that supports environmentally
preferable and socially responsible products.

In contributing to a sustainable future, Lehigh envisions:
■ Campus wide engagement toward sustainable practices through policy, analysis, implementation, and action
■ Incentives for programs that meet or exceed goals established for environmentally preferable processes and sustainable design
■ Shifts toward greater energy-efficiency and conservation, environmentally preferable products and services, and socially responsible business practices
■ Standardization of sustainable commodities/services across the University

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Short Term (1-3 years)
1) Implement all electronic commerce, processes and web based equipment sharing

2) Identify Environmentally Preferable Products (EPP) opportunities including implementing recycled content copy paper standards, making business case for baseline products and services and expanding purchase of organic/local foods

3) Implement Sustainable Purchasing Policy that aims at minimizing or reducing GHG emissions, expand education program

Accountable parties, offices or departments for the Purchasing plan(s):

Purchasing Department

A brief description of the plan(s) to advance sustainability in Transportation:

Lehigh University can be a leader in the Lehigh Valley by modeling sustainable transportation systems. While the university's topography is challenging, there are creative solutions that can result in reductions in transportation-related greenhouse gas emissions and costs in the long term. By strengthening the campus shuttle system and creating incentives for alternative modes of transportation use, Lehigh will not only realize cost savings through a decreased need for capital-intensive parking structures but also see health benefits for Lehigh campus and the community.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

1) Lehigh will begin to phase-in parking adjustments that will reduce the number of vehicle permits issued by 15%, proposing to eliminate cars for sophomores and improve use of a car sharing service
2) Lehigh will optimize the fuel efficiency of our fleet vehicles and bus services by optimizing bus routes, developing a plan for vehicle and bus replacement, and utilizing 20% biodiesel in our buses

Accountable parties, offices or departments for the Transportation plan(s):

Transportation Department

A brief description of the plan(s) to advance sustainability in Waste:

Lehigh will foster a waste-conscious culture through continuous education, student involvement in classroom and real-world experiences, and by raising awareness of resources used. The university will monitor and measure consumption, implement operational improvements, and minimize economic costs to reduce, reuse, and divert waste. By adopting a cradle-to-cradle approach, Lehigh will create the appropriate incentives and disincentives to move the campus toward zero waste. As an institution that continually seeks to improve waste towards zero waste, we need to ask these questions:
■ How can we eliminate waste at the input source? How can we make this a higher priority than waste disposal?
■ How can we tie disposal costs to the initial purchase cost?
■ Where are we using disposable goods and what durable alternatives are there?
■ How can we motivate individuals and departments to be more responsible in resource use, and to make choices that reduce waste?

The measurable objectives, strategies and timeframes included in the Waste plan(s):

1) Establish consistent, regular, comparable measures of all kinds of waste on campus and within one to two years of establishing comprehensive measures, set an overarching goal for waste reduction
(e.g. 50% reduction over 2011/12 figures)
2) Increase participation in repurposing and recycling through procurement of products that reduces packaging waste and one-time use, new signage, awareness and incentive programs, and through greater participation in current diversion programs such as Move-Out
3) Implement campus-wide e-waste program for all Lehigh community members
4) Expand Lehigh's composting program to encompass more food/dining areas
5) Find strategies to minimize hazardous waste on campus such as increasing visibility of battery disposal options, strengthening coordination among departments and researchers purchasing the same materials, and exploring chemical substitution strategies and inventory control to reduce hazardous substances in laboratories
6) Explore the use of sustainable construction and renovation practices including local material purchasing and material reuse
7) Ensure that materials from construction and demolition are recycled and/or reused

Accountable parties, offices or departments for the Waste plan(s):

Facilities Services

A brief description of the plan(s) to advance sustainability in Water:

Lehigh will educate members of the campus community as to the sources and fate of our water, both locally and on a global scale, with the goal of promoting sustainable practices. Lehigh University will use water more efficiently as well as increase the quality of water leaving its campus, by researching current areas for improvement, improving infrastructure and fostering positive behavioral change.

The measurable objectives, strategies and timeframes included in the Water plan(s):

1) Reduce water consumption on campus by performing water-use audits based on meter readings
2) Regularly monitor and publish quantity and quality of water in effort to improve access to quality drinking water on campus

Accountable parties, offices or departments for the Water plan(s):

Facilities Services

A brief description of the plan(s) to advance Diversity and Affordability:

N/A

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

N/A

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

N/A

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Investment:

N/A

The measurable objectives, strategies and timeframes included in the Investment plan(s):

N/A

Accountable parties, offices or departments for the Investment plan(s):

N/A

A brief description of the plan(s) to advance sustainability in other areas:

Athletics - Katie - Answer this

The measurable objectives, strategies and timeframes included in the other plan(s):

Athletics - Katie - Answer this

Accountable parties, offices or departments for the other plan(s):

Athletics - Katie - Answer this

The institution's definition of sustainability:

Needs to be formulated

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:

Lehigh has identified grand challenges in the strategic plan including health, community building and energy and the environment

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

http://sustainability.lehigh.edu/

Governance

Responsible Party

Delicia Nahman
Sustainability Officer
Office of Sustainability

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.

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

Do 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)?:

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

A brief description of student representation on the governing body, including how the representatives are selected:

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
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	---

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No

Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

No

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No

Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution's governance structure is available:

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

Responsible Party

Angela Scott
Director of Academic Diversity and Outreach and Adjunct Professor
Academic Outreach, Provost's Office

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

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

It is essential that we work collaboratively and collectively on sustainable change. With the support and encouragement of the Board of Trustees, President Alice Gast, and Provost Pat Farrell, we have begun developing an Action Plan for Diversity & Inclusion for our campus community. This effort is being led by the Council for Equity and Community in collaboration with the Vice Provost for Academic Diversity.

In 2005, Lehigh took an important step toward better understanding the climate for individuals and groups on our campus. Identifying and addressing our problems is the first step toward finding solutions for them. The survey provided the opportunity for everyone in the Lehigh community to be heard, and now is the time for each of us to listen, learn and act. The climate survey, which included many thoughtful personal accounts from community members, provides part of our understanding. Together with the hard work of many students, faculty and staff, the survey results provide a framework for sustainable change.

The full-time equivalent of people employed in the diversity and equity office:

6

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www4.lehigh.edu/diversity/default.aspx

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	No
Staff	No
Faculty	No
Administrators	No

A brief description of the cultural competence trainings and activities:

The Senior Officers at the university and all members of the Council for the Equitable Community have experienced a two-day training. There are plans for trainings for faculty, staff and students. The Unconscious Bias Workshop for all faculty search committees will be ongoing.

The website URL where information about the cultural competence trainings is available:

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

---

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

Has the institution assessed diversity and equity in terms of campus climate?:

A brief description of the campus climate assessment(s) :

Has the institution assessed student diversity and educational equity?:

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

Responsible Party

Dale Kochard
Asst Vice President
Community & Regional Affairs

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.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:
Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Office of Multicultural Affairs (OMA) serves as an integral resource, advocate, and vehicle of support for the Lehigh community on issues of multiculturalism and diversity. The OMA promotes a community aware of and sensitive to the multifaceted needs of Lehigh students. Identifying itself as an agent of transformation, the OMA challenges individuals to personally and communally grow, exploring multiculturalism and determining their unique role in achieving social justice. (

http://studentaffairs.lehigh.edu/oma

)

The Office of First-Year Experience (OFYE) provides students with resources and support during their first year at the University and plans orientation and events throughout the academic year to support first-year students' living and learning experiences. The OFYE's first-year programming, known as "evoLUtion," promotes and introduces first-year students to issues of diversity, inclusion, and community. (

)

Recognizing gender is a key element of identity, the Women's Center creates gender equity within the Lehigh community. While the Women's Center's focus is traditionally on gender and gender violence issues, the office incorporate issues of diversity and inclusion into its programming. (

)

The Graduate Life Office exists to enhance the academic, personal, and professional development of Lehigh graduate students through providing a range of programs, activities, events, and workshops related to diversity, inclusion and community. (

)

Lehigh Encourages Academic Partnerships for Success (LEAPS) Program: The LEAPS Program is a college access and retention program for students who have graduated from either the Milton Hershey School or the Reading Public Schools. Monthly workshops enable the students to build a sense of community while learning about the various on-campus and off-campus resources and services. Peer mentoring, interaction with key faculty and staff, and fields trips are additional significant elements of the LEAPS Program. Currently, there are more than sixty (60) LEAPS students at Lehigh University.

The Faculty and Staff of Color Network (FSCN) offers support and resources to welcome and foster a greater sense of community with faculty and staff of color on Lehigh's campus. Goals and purpose of the group includes: building a supportive network of faculty and staff; providing professional development; hosting social events that increase networking and retention; and strengthening bridges to other institutions in the Lehigh Valley.

Lehigh University is one of seven 2010 recipients of an NSF ADVANCE Institutional Transformation Grant. Lehigh's proposal "Building Community Beyond Academic Departments" focuses on harnessing the strengths of interdisciplinarity to enhance recruitment, retention, and the advancement of women faculty in Science, Technology, Engineering and Mathematics (STEM) fields at Lehigh. At Lehigh University, STEM includes the NSF funded disciplines of Biological Sciences, Chemistry, Earth and Environmental Sciences, Mathematics, Physics, Psychology, Sociology/Anthropology, Economics, and the disciplines within the College of Engineering. Lehigh ADVANCE will evaluate Lehigh's climate and policies, conduct social science research, and make recommendations for best practices to transform the University over the next five years.

The overarching goals of the grant are to:
- transform Lehigh through improved recruitment, retention, career satisfaction and leadership development of early- to mid-career women faculty in STEM.
- contribute to the national dialogue and social science scholarship by examining if interdisciplinary organization can create a critical mass and more equitable work environment for women STEM faculty if facilitated by vigorous search strategies, proactive evaluation policies, and mentoring and networking programs geared to interdisciplinary research and teaching.

LGBTQIA Programs and Outreach seeks to improve the Lehigh University climate by inspiring a vision of diversity that is aware of, engaged in, and appreciative of issues related to sexual orientation and gender identity/expression. We promote academic and personal growth and development of LGBTQIA students and promote access and full involvement in all aspects of campus life.

The creation of the Council for Equity and Community (CEC) was the initiative by President Gast to give increased attention and focus to issues related to diversity, equity, and inclusion at Lehigh and the means to address them in a systematic and coordinated manner. The 2008 inception of the CEC was a tangible and broad-based initiative that has been critical in shaping the dialog on diversity, equity, and inclusion at Lehigh. As CEC enters its sixth year, the university stands willing to strengthen the role and mission of CEC as well as make further advances in creating a more diverse and inclusive community.

Three key developments demonstrate Lehigh University's commitment to the diversity effort and provide the beginnings of the infrastructure to promote and support diversity and inclusion on our campus: (1) the appointment of the new Vice Provost for Academic Diversity (VPAD), (2) the restructuring of the CEC, and (3) the Board of Trustee Subcommittee on Diversity and Inclusion charge to develop a diversity and inclusion action plan.

In our university community, the undercurrent for any work revolving around diversity and inclusion has been that no one office or individual is solely responsible for this work. Rather, as students, staff and faculty, we are all active participants in this endeavor and thus contribute to and benefit from this community of respect. CEC plays an important coordinating role to make this a reality.

Lehigh University welcomes students with disabilities and is committed to providing the same opportunities to all Lehigh students. Policies and procedures have been developed to provide students with as much independence as possible and to promote self-advocacy. At Disability Support Services, we work closely with students who self-identify in order to ensure equal access to University programs activities and services.

The website URL where more information about the support programs for underrepresented groups is available:

http://www4.lehigh.edu/diversity/default.aspx

Does the institution have a discrimination response policy 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?:
Yes

A brief description of the institution's discrimination response policy, program and/or team:

At Lehigh, we take the health, safety and well-being of our students, faculty and staff very seriously. It is for these reasons the Bias Response Protocol (BRP) has been established for the university. The BRP document describes the role and purpose of the Bias Response Team (BRT), definitions of incidents addressed by the BRT, how to report a bias incident, and support services for Lehigh community members.

As part of the BRP, the University makes available an online incident reporting form. The purpose of the form is to notify the University that a bias incident has occurred. Community members that submit a report may identify themselves or they may report incidents anonymously. The information collected on the form helps the University respond to bias incidents impacting members of the University Community and to track the frequency and nature of such incidents.

Ombuds Office
Lehigh's Ombuds Office serves as a neutral, independent and informal conflict resolution resource and can help resolve problems or complaints within the University. The Ombuds Office is not an official intake point for complaint processes of the University and does not engage in fact-finding or make determinations about right and wrong. The Ombudspersons do not have administrative authority to impose disciplinary, remedial, or any other actions, on University faculty, staff, students or departments, nor to make specific changes within the institution.

Ethics Hotline

This secure and confidential hotline (610-758-2500) is available to all members of the Lehigh community (faculty, staff or students) to anonymously and confidentially report any concerns they have regarding the financial and operational aspects of the University. This would include financial or ethical concerns, fraud, conflicts of interest, and noncompliance with governmental or University requirements. All concerns are investigated. Information provided is kept confidential unless there are serious circumstances such as fraud or there are legal requirements that do not permit a guarantee of confidentiality.

Harassment

A member of the Lehigh University community or guest who believes that he or she has been subject to harassment, or any member of the University community who has knowledge of harassment incidents, is encouraged to confer promptly with one of the following key contact people for formal complaints or any member of the informal network:

Key Contact People for Formal Complaints, Informal Resolution of Complaints, or General Information

If you're a student, please contact:

Sharon Basso, Dean of Students Office (

sbr2@lehigh.edu

or 610 758-4156)
Rita Jones, Women's Center (

rmj207@lehigh.edu

or 610 758-6484); or
Chris Mulvihill, Dean of Students Office (

cjm9@lehigh.edu

or 610 758-6598)

If you're a staff or faculty member, please contact:

Lee Kern, Harassment Policy Officer (

lek6@lehigh.edu

or 610 758-3267
Linda Parks, Human Resources (

linda.parks@lehigh.edu

or 610 758-5195)
Vincent Munley, Deputy Provost for Faculty Affairs (

vgm0@lehigh.edu

or 610 758-5923
Judith Zavalydriga, Human Resources (

jaz308@lehigh.edu

or 610 758-3897)

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Angela Scott
Director of Academic Diversity and Outreach and Adjunct Professor
Academic Outreach, Provost's Office

Criteria

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

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

No

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The university has been aggressive in diversifying faculty overall in several ways. At this time, there are no special separate initiatives for minority or diverse faculty at Lehigh University. As well, there are no separate teaching fellowships or programs for minority students.

The website URL where more information about the faculty diversity program(s) is available :

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

---

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

A brief description of the institution's scholarships for low-income students:

A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

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

Responsible Party

Toni Lee Febbo
Director, HR Services
HR

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.

Number of employees:

1,700

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

1,700

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

480

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Lehigh faculty and staff compensation levels are determined by analysis of median market rates paid for similar positions in our labor markets.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

1,700

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

Lehigh faculty and staff compensation levels are determined by analysis of median market rates paid for similar positions in our labor markets.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The lowest paid individuals working full time each week of the year earn $20,360 to $21,600 as child care workers. These individuals also receives full benefits including health care, life insurance, long term disability insurance, EAP access, retirement contributions, tuition remission, short term disability coverage, and paid time off benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:
Yes

Does the institution offer a socially responsible investment option for retirement plans?:
Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

<div align="center">

Responsible Party

Judy Zavalydriga
Director, Employee Relations and Workplace Learning & Performance
Human Resources

</div>

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is

available:

Wellness Program

Responsible Party

Judy Zavalydriga
Director, Employee Relations and Workplace Learning & Performance
Human Resources

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

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	---
Staff	---
Faculty	---

A brief description of the institution's wellness and/or employee assistance program(s):

The website URL where information about the institution's wellness program(s) is available:

Workplace Health and Safety

Responsible Party

Lynn Takacs
Risk Management Coordinator
Risk Management

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.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	---	---
Full-time equivalent of employees	---	---

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

	Start Date	End Date

Performance Year	---	---
Baseline Year	---	---

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

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

Responsible Party

Corey Galstan
Director of Public Markets Investments
Public Markets Investments

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?:

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

Corey Galstan
Director of Public Markets Investments
Public Markets Investments

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

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

Total value of the investment pool:

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

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

Does the institution have a publicly available sustainable investment policy?:

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?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

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?:

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?:

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?:

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

Corey Galstan
Director of Public Markets Investments
Public Markets Investments

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

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

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 2

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 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.