Muhlenberg College

The following information was submitted through the STARS Reporting Tool.

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

188,712,000 *US/Canadian $*

Total campus area:

184 *Acres*

IECC climate region:

Marine

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

1,450,090 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

45,756 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

576,509 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

Submission Note:

Number of residential employees is an estimate. This number is small and has not been calculated.

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

Number of academic divisions:

5

Number of academic departments (or the equivalent):

42

Full-time equivalent enrollment:

2,505

Full-time equivalent of employees:

585

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,505

Total number of graduate students:

0

Number of degree-seeking students:

2,505

Number of non-credit students:

0

Number of employees:

758

Number of residential students:

2,387

Number of residential employees:

5

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

Richard Niesenbaum
Professor, Biology, Director, Sustainability Studies Program
Biology

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	530	0
Number of sustainability courses offered	26	0
Number of courses offered that include sustainability	25	0

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

15

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

19

Number of years covered by the data:

Three

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

Sustainability Courses and Research.xlsx

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

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

http://www.muhlenberg.edu/sustainability/SustainableCourses.html

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

Sustainability Studies is divided into four sections of curriculum.
Theory and Representation: These courses primarily focus on theory including basic science and social science, the representation of nature and sustainability, and environmental ethics and history. They provide the framework and context for further work in Sustainability Studies.
Sustainability in Practice: These courses have an applied focus, and offer a substantial research or service-learning component related to sustainability and the environment. Although these courses may also cover theoretical aspects, they are differentiated from the above

group by providing both hands-on experiences and more focus on the application of theory and basic science.

Sustainable Solutions: Either through a seminar course or independent research, students focus on a particular issue such as energy, food, or sustainable design and work towards the development of practical solutions.

Sustainable Communities: These courses examine sustainability at the community level. They focus on analysis and problem solving by examining a variety of issues confronted by a particular community, and offer opportunities to work with members of that community to understand and solve problems at the human-environment interface.

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?:

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Richard Niesenbaum
Professor, Biology, Director, Sustainability Studies Program
Biology

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:
23

Total number of graduates from degree programs:
549

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:

Muhlenberg College does have students who graduate from certain programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes. These programs include being an environmental science major and/or sustainability studies minor because in order to graduate they must take courses that will ensure sustainability as a required learning outcome.

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

http://www.muhlenberg.edu/sustainability/SustainableCourses.html

The website where the sustainability course inventory is publicly available, including a list of departments that offer sustainability courses.

http://www.muhlenberg.edu/main/academics/envisci/

The website where the environmental science course inventory is publicly available.

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

http://www.muhlenberg.edu/sustainability/SustainableCourses.html

Undergraduate Program

Responsible Party

Richard Niesenbaum
Professor, Biology, Director, Sustainability Studies Program
Biology

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

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

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

- A major in environmental science provides students with many opportunities in industry, government, and academia. For example, graduates are well prepared for careers in environmental consulting, environmental regulation, advocacy, or education. Students can also pursue graduate studies in a wide range of fields, including environmental science, ecology, oceanography, forestry, law, medicine, and toxicology. A program with the School of Forestry and Environmental Studies at Duke University is available.

- Students are encouraged to obtain internship experience in specialized fields of Environmental Science and/or participate in an environmentally oriented study abroad program during their junior year. Recently, students have served with local educational institutions, nonprofit organizations, state and federal government, and local industries. Others have spent time in Australia, Ecuador, Costa Rica, Canada, and other countries.

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

http://www.muhlenberg.edu/main/academics/envisci/

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):

Sustainability Studies

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

Sustainability is most commonly defined as meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. The field of Sustainability Studies explores and critiques ways to do this in the context of maintaining ecological and environmental health while generating economic welfare and ensuring social justice. The minor in

Sustainability Studies integrates across disciplines with its goal of instilling understanding, appreciation, and thoughtful problem solving skills in students regarding the relationships and interactions of human society and the environment. The Sustainability Studies Minor will highlight issues related to sustainability and explore how those issues impact and are addressed at local, national, and global levels. This minor will provide the interdisciplinary background that is needed to understand many of the complex challenges facing our world, and will equip students with the skills needed to develop solutions to these problems. An additional goal is to build a community of faculty and students with a diversity of perspectives and areas of expertise committed to seeking creative solutions for sustainability.

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

http://www.muhlenberg.edu/main/academics/sustainability/

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

Richard Niesenbaum
Professor, Biology, Director, Sustainability Studies Program
Biology

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?:
No

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?:

No

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

Richard Niesenbaum
Professor, Biology, Director, Sustainability Studies Program
Biology

Criteria

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

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

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

    And/or

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

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

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

Submission Note:

Costa Rica:
"Students explore solutions to the delicate problem of environmental and cultural conservation in developing countries with a focus on Costa Rica. During the spring semester, students develop projects and prepare for the two-week study/research/travel experience to Costa Rica at the end of May. This preparation includes study of the area's ecological diversity; political, cultural, and social issues; research skills; and relevant Spanish vocabulary and conversation skills. In Costa Rica, students explore a variety of habitats, live in and interact with members of a small town, and conduct both community service and independent research projects. Research projects focus on the ecology, sociology, culture, sustainability, and public health of the region. One of the objectives of the program is to remove the blinders of specific discipline-based learning and of our own culture to show that if we are to develop sustainable solutions."
*This description was copied from our Capstone course system

http://www.muhlenberg.edu/main/academics/biology/faculty/niesenbaum/cr.html

Bangladesh:
"This team-taught course examines the impact of climate change on economic, social, and political development by focusing on the nation of Bangladesh. In addition to introducing students to the science and politics of climate change, the course also examines the specific environmental, economic, and social challenges confronting Bangladesh's political development since its independence; investigates the environmental and social consequences of state-sponsored development strategies, especially recent market-based 'neo-liberal' policies; and evaluates new 'sustainable development' strategies that are emerging as a response to the challenges posed by climate change."

*This description was copied from our Capstone course system

China:

"..addresses sustainable development in China and includes a two week travel experience in the Pearl River Delta region of China."

Allentown:

Local Sustainability

This course will take an interdisciplinary approach to analyzing sustainability at the local level either in the Muhlenberg community or communities in the Lehigh Valley, and will explore human-environment issues within the context of the relationship among individuals and institutions. Through readings, presentations, and the development of individual research projects, students will assess current sustainability efforts and develop recommendations for future efforts. Research projects may include surveying community members about perceptions and attitudes towards sustainability and environmental issues, assessing current sustainability efforts, and interviewing local experts, members of organizations and politicians. Priorities for research will be determined in collaboration with the community, and results and recommendations will be shared.

"---" *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:

Muhlenberg College offers 4 immersive, sustainability-focused educational study programs. The programs include one or both of the following criteria:
It concentrates on sustainability, including its social, economical and environmental dimensions and/or it examines an issue or topic using sustainability as a lens.

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

http://www.muhlenberg.edu/main/academics/sustainability/

Sustainability Literacy Assessment

Responsible Party

Richard Niesenbaum

Professor, Biology, Director, Sustainability Studies Program

Biology

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

0

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

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

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

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

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

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

Incentives for Developing Courses

Responsible Party

Richard Niesenbaum
Professor, Biology, Director, Sustainability Studies Program
Biology

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.

Submission Note:

We have course development grants available for faculty, but this grant is not specific towards the development of sustainability courses or integration of sustainability into existing courses.

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

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

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

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

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

Campus as a Living Laboratory

Responsible Party

Kalyna Procyk
Sustainability Coordinator
Office of Campus Sustainability

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*

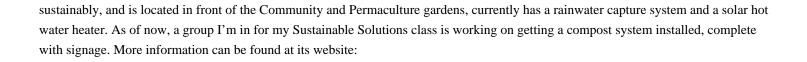**Is the institution utilizing the campus as a living laboratory in the following areas?:**

	Yes or No

Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	---
Public Engagement	Yes
Other	No

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:

There is a student intern working on assessing scope 3 carbon inventory emissions.

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:

There are multiple student interns working on energy audits of buildings, and there is also a class that worked on dorm energy audits. Muhlenberg's Tree House can also be considered a learning experiment. The Tree House is meant to educate students on how to live

sustainably, and is located in front of the Community and Permaculture gardens, currently has a rainwater capture system and a solar hot water heater. As of now, a group I'm in for my Sustainable Solutions class is working on getting a compost system installed, complete with signage. More information can be found at its website:

•

http://bergtreehouse.wordpress.com/2012/03/07/hello-world/

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:

There is a sustainability dining services intern, and there are multiple classes involved with working with the Community Garden, including "Sustainable Solutions". Students developed a plan for a hydroponic herb garden as a class in Sustainable solutions.

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:

Students were involved in developing and installing a solar hot water heater on the Tree House through the Sustainable Solutions class. There are multiple interns working on energy audits of dorms and independent houses.

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:

Students worked on researching and installing equipment and materials for the Green roof as part of the Sustainable Solutions class. Students also developed and installed a community garden and permaculture forest garden.

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:

There was a Local Sustainability class that developed suggestions for utilizing public/group transportation.

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 Local Sustainability class years later looked into waste and recycling outcomes among various buildings and areas around campus. Numerous waste audits have been accomplished.

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:

Students developed a system for rainwater harvesting for the tree house as part of a Sustainable Solutions class.

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:

There is a student intern, the Sustainability Metrics Intern, who is planning and analyzing solutions for the future.

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:

There is social media and marketing sustainability intern.

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

Responsible Party

Richard Niesenbaum
Professor, Biology, Director, Sustainability Studies Program
Biology

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

9

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

134

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

4

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

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

Sustainability Courses and Research.xlsx

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

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

A brief description of the methodology Muhlenberg followed to complete the research inventory (including the types of faculty and staff included as researchers)
Dr. Niesenbaum emailed his colleagues about their research and then sent all of them to an intern to record. The intern found more information about faculty research on Muhlenberg's website, but was unable to find every professor's area of research. To compensate for the missing information, we assumed that all full time professors, associate professors, and assistant professors are conducting research, since that is what is expected of them if they are employed by Muhlenberg.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Richard Niesenbaum
Professor, Biology, Director, Sustainability Studies Program
Biology

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.

Submission Note:

Positive Outcomes
During the past three years, there have been multiple publications, conference presentations, and even a book contract that came from Muhlenberg's research support system.

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

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

Yes

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

Student Summer Research Collaborations
• In Summer Research Collaborations, a faculty member recruits a student as a research collaborator for the summer, meaning that the student assists in a substantive way with the faculty member's scholarship. However, the students are researching information based on the faculty member's interests and the faculty are from various academic disciplines, but not necessarily in sustainability studies.
Summer Research Grants

• Each student who is awarded a grant will receive a $2,600 stipend for eight weeks of research during the summer and one course-unit of research or independent study at no cost to the student. These grants are open to any student, in any major, that desires to do research or independent study, it is not just for students researching sustainability. These Grants are also limited to 7 students per summer.

The Wagoners Scholarship

• A program that provides financial aid to students in who wish to conduct environmental and sustainability research.

The Trainer Award

• A type of summer grant given to 2 to 3 students who wish to pursue any type of biology research, which could include sustainability-related investigations. Like other summer grants, these students also receive a $2,600 stipend.

As a side note, Muhlenberg's Faculty development and Scholarship Committee decides which research by students and faculty will get funding. As for scholarships and awards, that is determined at the department level.

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

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

Yes

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

The College has the Wagnoners Scholarship available in order to provide an incentive for researching.

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

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

Yes

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

Muhlenberg College acknowledges interdisciplinary, trans-disciplinary, and multi-disciplinary research during faculty promotion and tenure decisions. We do not place more emphasis on sustainability research; but rather encourage faculty members to pursue research in whatever discipline they choose and will recognize all types of research that is conducted during faculty promotion and tenure decisions. This is greatly encouraged and recognized, but not required.

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?:

Yes

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

Muhlenberg does have ongoing library support for sustainability research. We have librarians who provide library support for interdisciplinary work and sustainability studies.

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

Access to Research

Responsible Party

Richard Niesenbaum
Professor, Biology, Director, Sustainability Studies Program
Biology

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:

19

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

19

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

"Each member of the faculty and staff grants to Muhlenberg College permission to make his or her scholarly journal articles openly accessible in the College's Institutional Repository, as permitted by publishers' policies and/or copyright agreements".

Please visit this website to view Muhlenberg's full open access policy:

http://libapp.muhlenberg.edu/wordpress/

Please visit this website to access Muhlenberg's staff and faculty's research:

http://sal.muhlenberg.edu:8080/librarydspace/

A copy of the open access policy:

The open access policy:

http://libapp.muhlenberg.edu/wordpress/

The website URL where the open access repository is available:

http://sal.muhlenberg.edu:8080/librarydspace/

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:

http://sal.muhlenberg.edu:8080/librarydspace/

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

Kalyna Procyk
Sustainability Coordinator
Office of Campus 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:
2,505

Name of the student educators program (1st program):
Muhlenberg Green Team

Number of students served (i.e. directly targeted) by the program (1st program):
594

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

The purpose of this program is to introduce freshman to recycling and other sustainable practices while helping them move into their dorms in the beginning of the fall semester. The number of freshman for the 2014-2015 school year is 594 students.

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

Members of the Green Team are volunteers who sign up the summer before the semester starts, and they receive an information packet and a short orientation of around 30 to 45 minutes before they start helping the freshman move in

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

Members of the Green Team are volunteers who sign up the summer before the semester starts, and they receive an information packet and a short orientation of around 30 to 45 minutes before they start helping the freshman move in

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

To support the Green Team, Muhlenberg allows members to move onto campus a day early, pays for meals for the students for that day, and provides Green Team labeled T-Shirts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Kalyna Procyk
Sustainability Coordinator
Office of Campus Sustainability

Criteria

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

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

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

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

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

100

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

There are two programs that try to promote sustainability to incoming freshmen.
One program is the Muhlenberg Green Team, which was discussed previously.

The second program involves tabling at the resource fair. Kalyna Procyk, Muhlenberg College's main sustainability officer, tables at a resource fair during freshman orientation weekend, where the various support departments table in one room, and students can come and get further information. The Office of Campus Sustainability provides students with free reusable water bottles to promote Muhlenberg's "Just Tap it" campaign.

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

http://www.muhlenberg.edu/main/campuslife/sustainability/initiatives.html

Student Life

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	---
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	Yes
Other co-curricular sustainability programs and initiatives	Yes

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

Yes Muhlenberg College has an active student organization focuses on sustainability.
EnAcT
Mission Statement: "EnAcT's mission is to spread environmental awareness and cultivate ecological literacy while actively taking part in the ecological betterment of the campus, local, and global communities. We offer an outlet for all students to pursue activities and intellectual explorations that fall under this general scheme. Noting the present state of environmental degradation as well as the widespread ideological misunderstanding and general apathy among people, we feel our mission is of ever-increasing importance." The group has organized events such as brining students to teh global climate change march in New York City, organizing Earth Day, supporting the Tree House, Permaculture Garden and Community Garden.

The website URL where information about student groups is available:

http://www.youtube.com/watch?v=KDLv9WeQJZs

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:

Yes Muhlenberg College has an on campus garden where students are able to gain organic farming and/or gardening experience. The organic garden behind the "garden house" is up and running. Classes, students, and faculty are welcome to come by and learn organic gardening practices and help out the students living in the house. The Community Vegetable Garden that grows consumable annuals, and the Permaculture Garden that grows consumable perennials.

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

http://www.muhlenberg.edu/main/campuslife/sustainability/initiatives.html

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

The college does host a program called the Innovation Challenge. Students sign up as a group to come up with a business plan. This plan can be focused on whatever the group wishes to center their project on. They then are able to implement this business. At this time, a student could chose to run a sustainable business, but there is no guideline in the program for this.

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

A brief description of the sustainable investment or finance initiatives:

There is a student-managed investment fund separate from the College's endowment that exists as part of

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

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

Yes Muhlenberg College holds major events related to sustainability, such as conferences, speaker series, or symposia, which have students as the intended audience.

Host to Social Research Social Justice Conference

Speakers came to campus through the center for Ethics series this year, Civility and Disobedience and Market/Values. The series is aimed for student education.

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

http://www.muhlenberg.edu/main/academics/mediacom/SRSJ/

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

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

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

Muhlenberg's student run group, EnAcT devotes part of its programming to outdoor events. In order to spread environmental awareness, they are taking the student organized nature based trips. They now organize hikes, white water rafting trips, along with other outdoor programs that are accessible to all students on campus. There are multiple trips a semester. There is also an Outdoors Club.

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

http://muhlenvironment.wordpress.com/

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

See above.

The website URL where information about the theme is available:

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

Our Tree House demonstrates sustainable living - waste reduction, such as bringing their own bags while shopping, binging their own mugs to coffee places, etc.

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

A brief description of sustainability-focused student employment opportunities:

There are multiple internships through the Office of Sustainability each semester focusing on energy audits, communications, metrics, carbon inventory, permaculture garden, EcoReps, dorm energy competitions, tree inventory and hydroponic herb garden project.

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

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

Muhlenberg College does administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions.

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

http://www.muhlenberg.edu/main/campuslife/sye/GPA.html

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

The College hosts group of students called the Green Team who assist students with recycling and disposing of their waster during Move-In. The College has also partnered with Habitat for Humanity and the Office of Community Service and Civic Engagement to promote re-use of items during Move-Out.

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

Outreach Materials and Publications

Responsible Party

Kalyna Procyk
Sustainability Coordinator
Office of Campus 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	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	No
A guide for commuters about how to use alternative methods of transportation	No
Navigation and educational tools for bicyclists and pedestrians	Yes
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	Yes

A brief description of the central sustainability website:

Sustainability at Muhlenberg website consolidates the sustainability curriculum, EnAcT (Environmental Activities), Greening Committee, Policies and Initiatives, Land Conservation, Resources

The website URL for the central sustainability website:

http://muhlenberg.edu/sustainability/

A brief description of the sustainability newsletter:

Regular emails to the entire campus are sent at least once a semester in lieu of a paper newsletter

The website URL for the sustainability newsletter:

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

We have multiple social media platforms that focus specifically on campus sustainability:
Muhlenberg College Sustainability:

https://www.facebook.com/MuhlenbergCollegeSustainability

'Berg Sustainability

https://twitter.com/BergSustainable

http://instagram.com/bergsustainability

TreeHouse Blog

http://bergtreehouse.wordpress.com/2014/11/

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

https://www.facebook.com/MuhlenbergCollegeSustainabilit

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

Home page for site provides information on current student activity on campus recent installation of solar panels on top of Seeger's Union
Building signage that highlights green features
Hydration Stations clearly marked from Just Tap It campaign

Automatic Lights marked around campus
Recycling bins clearly marked
Food Service Signage/Brochures sustainable food systems
all of which were completed as a result of student research projects

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

http://muhlenberg.edu/sustainability/

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

We have multiple pieces of signage throughout the New Science Building that identifies sustainable practices, such as using energy efficient bulbs, architectural design that allows for much natural light, and some windows that are dotted so birds won't fly into it and injure or kill themselves.

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

http://www.muhlenberg.edu/main/aboutus/tour/virtual/nsb.html

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

Website has description of all new initiatives Sodexo has started, each napkin dispenser has a promo of sustainability practices by Sodexo, Java Joes, GQ and Dining Commons, all have similar pamphlets of what they are doing for better practices. In the dining hall we have signage that indicates if a food is locally grown, and we have pamphlets regarding our sustainable practices at the main swipe-in counter

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

http://www.muhlenberg.edu/dining/social.html

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

We have around 5 or 6 signs indicating rain gardens that consist of native species.

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:

The website URL of the sustainability walking map or tour:

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

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:

There is a guide for commuters on how to use alternative forms of transportation. It exists in the form of bicyclist guides and maps.

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

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

A pamphlet has been created by students for students on tips of how to live a sustainable lifestyle on and off campus

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.muhlenberg.edu/committees/greening/greenguide.pdf

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

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):

Lehigh Valley Ecology & Evolution Symposium (LVEES) provides an opportunity for sustainability publication and outreach.

The website URL for this material (1st material):
http://www.muhlenberg.edu/main/academics/biology/lvees/index.html

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

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

Students have attended and presented posters at the AASHE conference.

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

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

Yes

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

Muhlenberg College participated in the Lehigh Valley Association of Independent Colleges Campus Sustainability conference. Students had the opportunity to present projects and posters on their research.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Kalyna Procyk
Sustainability Coordinator
Office of Campus 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):
Watts Your Bergtricity

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

At the end of the year last year, we had a competition between the dorms for two weeks, to see if the dorms could change their energy use as part of the competition. This was a very successful competition in that a lot of people realized how easy it was to cut down on their energy use and help the environment. During this period, we also had other programs that were geared to educate everyone so that they can actually participate in the competition.

Result graphs can be found at the following links

http://muhlenberg.edu/energy/NewDorms.html

http://muhlenberg.edu/energy/OldDorms.html

http://muhlenberg.edu/energy/

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

Through "Watts Your Bergtricity?" students learned about electricity use and energy consumption. Students were able to learn about ways to cut back their electricity use and energy impact. The drop in usage shows a direct correlation to a change in lifestyle to cut down on their energy demand.

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

http://muhlenberg.edu/energy/

The name of the campaign (2nd campaign):

Just Tap It

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

This is a campaign that is directed both towards students and employees. Muhlenberg has placed all over campus water fountains that also serve as water bottle refilling stations. This program has significantly reduced disposable water bottle use on campus by around 90 to 95 %. The results of this campaign can be measured by the decrease in sales of disposable water bottles, and by a small screen on each fountain that displays how many water bottles that particular fountain has saved.

http://www.muhlenberg.edu/main/campuslife/sustainability/policies/tap.html

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

See above

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

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

Employee Educators Program

Responsible Party

Anne Speck
Vice President of Human Resources
Human Resources

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):

Muhlenberg College does not have an educators program in place.

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

Anne Speck
Vice President of Human Resources
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:

100

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

Muhlenberg College covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.
New employees receive a flyer on the College's recycling program.

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

Staff Professional Development

Responsible Party

Anne Speck
Vice President of Human Resources
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?:
No

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

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:

Muhlenberg has multiple supportive partnerships:
Many of Muhlenberg College's relationships with non-profit organizations and schools could be considered supportive. Muhlenberg collaborates with more than 17 different organizations and institutions to share resources, engage in mutually beneficial learning experiences and enhance all of our communities. Many of these partnerships have extended over a twenty-year time-span, evolving each year to meet the respective changes within communities. Programs support social equity and well-being In addition to economic opportunity.

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):

Muhlenberg has partnered with Jefferson Elementary School for almost 25 years. Our relationship with the school ranges from before the school year starts through the annual field day Muhlenberg hosts. When budget cuts threatened to decrease art, physical education, library and music from the school curriculum, Muhlenberg students attended school board meetings to express their discontent. When the cuts were enacted, students sought to provide alternative programs so kids might still have access to the arts. College students partnered with teachers and families to plant trees and beautify school property. College faculty, staff and students work with the Jefferson school counselor and teachers to enact a campus visit day that exposes youth to collegiate life and encourages future dreams and goals. Bi-directional engagement allows for both Jefferson and Muhlenberg community members to regularly visit and co-create goals and opportunities

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:

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

For more than 15 years Muhlenberg College has partnered with a small community in Costa Rica called Las Juntas de Abangares. Each year for several weeks students and a couple faculty travel to Las Juntas to engage with local communities and participate in on-site research." This is the Costa Rica course, which we also counted as one of our immersive experiences.

The website URL where information about sustainability partnerships is available:

http://www.muhlenberg.edu/main/campuslife/community-service/

Inter-Campus Collaboration

Responsible Party

Kalyna Procyk
Sustainability Coordinator
Office of Campus 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.

Submission Note:

State of the Lehigh Valley 2012:
http://www.lehighvalleyresearch.org/files/articles/lvrc%202012%20state%20of%20the%20lehigh%20valley%20rpt.pdf

State of the Lehigh Valley 2013-2014:

http://www.lehighvalleyresearch.org/files/articles/LVRC%20Report%202013-14.pdf

"---" 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:

Muhlenberg College collaborates with other colleges and universities to support and help build the campus sustainability community. We are members of the Lehigh Valley Association of Independent Colleges (LVAIC) sustainability committee. The committee has supported 3 conferences over the past 5 years and has quarterly meetings regarding sustainability coordination across the campuses. The most recent conference took place in the spring semester of 2014, at Lehigh University. During this conference, multiple colleges and Universities came together and shared information regarding research and methods to make campuses more sustainable. Please see attached document for the list of presentations.

We are also part of the Lehigh Valley Research Consortium, or LVRC for short. This is an organization researchers from LVAIC, along with community partners work together to collect data and analyze it regarding a number of topics. Each year this organization publishes their findings in a document called "State of the Lehigh Valley". There is a sustainability component in each one, but some years focus on

that topic more than others.

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:

See above

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

See above

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

Continuing Education

Responsible Party

Philip Howe
Director of Accelerated Programs
Accounting, Business and Economics

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:

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

Beth Halpern
Director of Community Service & Civic Engagement
Community Service & Civic Engagement

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:

1,160

Total number of students :

2,174

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

Yes

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

37,664

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:

Only service learning courses are included on transcripts

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

Yes

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

Employees are able to participate in community engagement activities during their normal work hours as approved by supervisors. One faculty member each year receives an award for their community engagement work from the Office of Community Engagement and this award is publicized.

Muhlenberg participates in United Way's annual Day of Caring in addition to their annual fund drive. Muhlenberg employees participate in alternative break programs in conjunction with students without use of vacation time. Additionally employees volunteer for monthly events (College Connect visits) and annual events (Jefferson Field Day) organized by the College in collaboration with communities.

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

http://www.muhlenberg.edu/main/campuslife/community-service/

Community Stakeholder Engagement

<div align="center">

Responsible Party

Beth Halpern
Director of Community Service & Civic Engagement
Community Service & Civic Engagement

</div>

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*.

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

</div>

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 policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across Muhlenberg's activities:
o When committees are convened it is determined who might be appropriate participants including campus employees, students, trustees, local community members, local alumni etc.

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

underrepresented groups:

• Muhlenberg identifies and engages community stakeholders, including any vulnerable or underrepresented groups:
o The Office of Community Engagement collaborates with community partners to regularly assess effectiveness of programming, impact on local communities and potential future collaborations. The Office regularly convenes relevant constituents to encourage resource sharing and communication amongst institutions.

List of identified community stakeholders:

• List of identified community stakeholder groups from the following categories:
o Educational organizations- Allentown School District, various non-governmental organizations focused on youth achievement and adult continuing education
o Government bodies- City of Allentown
o Private sector organizations- Air Products and Chemicals
o Civil society (e.g. NGOs, NPOs, underrepresented and vulnerable populations)- more than 17 community non-governmental organizations

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

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

Participation in Public Policy

Responsible Party

Deborah Kipp
Assistant, VP
Corporate Foundation & Government Relations

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

Mike Bruckner
Vice President Public Relations
Public Relations

Criteria

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

Submission Note:

Although we have a "no sweatshop policy" for the bookstore, we are not a member of either the Workers' Rights Consortium (WRC) or the Fair Labor Association (FLA).

"---" *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

Kalyna Procyk
Sustainability Coordinator
Office of Campus 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 Pursuing** so Reporting Fields will not be displayed.

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

Kalyna Procyk
Sustainability Coordinator
Office of Campus Sustainability

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.

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	Yes

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

No

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

The Clean Air Cool Planet Tool version 6.9 has been utilized.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	---	---
Scope 1 GHG emissions from other sources	---	---
Scope 2 GHG emissions from purchased electricity	---	---
Scope 2 GHG emissions from other sources	---	---

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:

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

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 GHG emissions baseline was adopted:

Gross floor area of building space, performance year:

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	---

Healthcare space	---
Other energy intensive space	---

Scope 3 GHG emissions, performance year::

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

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

A copy of the most recent GHG emissions inventory:

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:

Outdoor Air Quality

Responsible Party

Tim Korn
Maintenance Supervisor
Plant Operations

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?:

Yes

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

Muhlenberg has departmental policies that limit vehicle idling on campus and in unoccupied vehicles and has posted no-idling signs on campus.

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:

Muhlenberg's utilized a third-party engineering firm named "RETTEW" to complete its air emissions inventory.

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

	Weight of Emissions
Nitrogen oxides (NOx)	8.42 *Tons*
Sulfur oxides (SOx)	0.63 *Tons*
Carbon monoxide (CO)	4.67 *Tons*
Particulate matter (PM)	1.34 *Tons*
Ozone (O3)	0 *Tons*
Lead (Pb)	0 *Tons*
Hazardous air pollutants (HAPs)	0.09 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	0 *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:

In an effort to minimize air pollutant emissions from stationary sources, Muhlenberg has converted several boilers from heating oil to natural gas high efficiency condensing boilers.

Ozone is not calculated. Ozone-depleating compounds not calculated. VOC: 0.47, Ammonia: 0.03 tons

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

Tim Korn
Maintenance Supervisor
Plant Operations

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

LEED is used as a guideline for all of the new building projects. There are no official policies or guidelines regarding the sustainable building operations or maintenance among buildings that are not certified. But, "We require our designers to look at the best design for our new and renovated buildings. These designs do look at the most energy efficient ways to run our buildings. For our existing buildings we have commissioned a study that was completed February 16, 2010 entitled "Campus Planning Report Energy Management and Sustainability"."

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

1,450,922 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	43,672 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

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

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

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

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

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

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

The date the guidelines or policies were formally adopted:

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

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

None of our building space is operated within a specific LEED O&M or sustainable operations maintenance guidelines and policies.

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

Building Design and Construction

Responsible Party

David Rabold
Capital Projects Manager
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:

We followed LEED guidelines to construct Seegers Union so it could be certified, but we did not have the budget to purchase the official certification process. We ensured compliance with green building design and construction policies for uncertified buildings by following LEED guidelines.

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

94,890 *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)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

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

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

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

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

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

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

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

We followed LEED guidelines to construct Seegers Union so it could be certified, but we did not have the budget to purchase the official certification process. We ensured compliance with green building design and construction policies for uncertified buildings by following LEED guidelines.

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

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

Indoor Air Quality

Responsible Party

Tim Korn
Maintenance Supervisor
Plant Operations

Criteria

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

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

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

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

0 *Square Feet*

Gross floor area of building space:

1,402,690 *Square Feet*

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

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

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

John Pasquerello
Muhlenberg College Dining General Manager
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).

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

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

10

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

Inventory of Local Food Providers.docx

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

o In Summer 2013, Muhlenberg Dining embarked on a mission to further expand our procurement of local produce. Thanks to the tireless efforts of several individuals, led by Muhlenberg's Executive Chefs, a new partnership was born with Lancaster Farm Fresh Cooperative.
o LFFC is a non-profit, organic farmers' cooperative of 75 farmers in the Lancaster County, Pennsylvania (approximately 70 miles from Muhlenberg). Each week LFFC delivers a fresh bounty of produce, most of which is picked the day prior to delivery.
o Since the beginning of the year, we have spent $3060.95 with LCFF. This is probably only about 2% of our purchases.
o The items we receive from Lancaster Farm Fresh Cooperative are apples, apple cider, flat bread, brownies, whoopee pies, an assortment of cookies, and granola bars.

o We receive the weekly local item ordering guides from several vendors. Our culinary team reviews the items and order based on seasonal availability and upcoming menu, special events and catering. The culinary team then shares a local purchasing report with marketing to communicate to with customers.

• The website URL where information about Muhlenberg's Sustainable food and beverage purchasing efforts is available:
o

http://dining.muhlenberg.edu/sustainability.html

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:

10

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

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

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

We found it impractical to separate the purchases of on-site franchises, convenience stores, vending services, and concessions from those of our other dining operations, so we reported the overall percentage of campus food and beverage purchases that are sustainably produced for both parts of this item.

On-site franchises: The main ingredients for the majority of products that are used our one on-site franchise, Java Joe's, cannot be locally produced, namely coffee beans, cocoa, and tea.

Convenience Stores: Our on-campus convenience store, the 'Berg Bookshop, does not sell local food, only a very limited number of snacks produced by large companies. All local food is sold in our two main dining options, the main dining hall and GQ. This is because the Berg Bookshop is located in the basement of Seegers, where there is not much student traffic.

Vending services: Mobile vendors do not come to our campus. These businesses are more for large city-esque campuses. Although we do have vending machines, their content is dictated by companies we have contracts with, so they mostly have drinks and snacks made by large corporations.

Concessions: We do not have concessions - all food for all events are catered by Sodexo. This criterion most likely applies to large schools with frequent large sporting events.

So for the second portion of this item, we estimate that out of our total purchases for all food on campus, which would include food in the GQ and Java Joes (which in comparison to the dining hall is pretty small), the amount of food that is sustainably/locally produced would still be around 10%.

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

See above

Total annual food and beverage expenditures:

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	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	Yes

Convenience stores	Yes	Yes
Vending services	Yes	Yes
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:

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

http://dining.muhlenberg.edu/sustainability.html

Low Impact Dining

Responsible Party

John Pasquerello
Muhlenberg College Dining General Manager
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.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:
97

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

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

Yes

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

Yes

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

Yes

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

Muhlenberg College offers diverse, complete-protein vegan and vegetarian dining options during every meal.
Currently there is a vegetarian station in the Wood Dining Commons that offers and there are many different vegan and vegetarian options throughout the Wood Dining Commons . Vegan options are available, however, there is no daily featured menu item under this category.
With the new facility and resources, a vegan station or dish can be incorporated into each meal period. The salad bar is able to hold more variety and recognize these vegan options.

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

• Muhlenberg does offer complete-protein vegan options at all meals in our main dining hall. We ensure that all customers can always fulfill their dietary needs through broccoli and our locally sourced tofu, and other offerings at the salad bar, edamame at Croutons, and through a variety of other vegan and vegetarian meal offerings.

• Muhlenberg does provide labels that distinguish between vegan and vegetarian. Above each of our stations in the main dining hall, there is a screen that lists what foods are being offered there. Next to each dish's name, there is either no label, signifying the current offerings are neither vegan nor vegetarian, an orange "V", signifying it is vegetarian, or a green "VG", meaning it's vegan. The information concerning these labels can be found here:

http://dining.muhlenberg.edu/nutrition.html

• Vegan options are accessible to all members of the campus community.

• In our main dining hall, we offer vegan options daily at the salad bar and at the Wild Fire Grille. Though you can order a variety of foods at the Wildfire Grille, grilled vegetables are always an option there for lunch and dinner. Depending on what the menu is on a given day, there could be vegan options at other stations as well. For example, looking at the lunch menu for Monday, December 8th 2014, the vegan options at other stations include:
o Magellan's: Orzo with eggplant and red pepper, summer squash, and fresh cauliflower.
o Mangia Mangia: Fra Diavolo sauce and basil marinara sauce.

o Croutons: Apple walnut and wild rice salad and Tuscan chopped salad, balsamic vinegar, tabouleh salad, hummus and edamame.

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

http://www.muhlenberg.edu/dining/social.html

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

<div align="center">

Responsible Party

Michael Brewer
Director, Plant Operations
Plant Operations

</div>

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.

<div align="right">

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

</div>

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

	Performance Year	Baseline Year
Total building energy consumption	238,586 *MMBtu*	278,442 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	238,586 *MMBtu*	149,318 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	1,450,090 *Gross Square Feet*	1,394,893 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	45,756 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	6,170
Cooling degree days	982

Source-site ratios::

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

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

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

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

Building baseline chosen because it represented a high energy use period.

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

The New Science, Trumbower, Shankweiler, Seegers, Trexler Pavilion and Moyer buildings all work under the Niagara/Tridium Building Automation System. Set back temperatures are scheduled through the Tridium BAS based on building occupancy
Life Sports Center operates under Johnson M3 Building Automation System. Set back temperatures are scheduled through the M3 BAS based on building occupancy
The Trexler Library operates under Johnson Metasys Building Automation System. Set back temperatures are scheduled through the Metasys BAS based on building occupancy
Ettinger and Haas buildings operate under Andover Building Automation System. Set back temperatures are scheduled through the Andover BAS based on building occupancy
As of March 2012 all major buildings utilize timer technology

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

Muhlenberg College uses Light Emitting Diode (LED) technology in at least one lighting application. (LED applications in exit signs and remote controls do not count for this credit.)
LED lighting is only being used in fire extinguisher cabinets
March 2012, LED lighting has been installed in the newly built "light lounge" in Seegers Union and LED theatrical lighting instruments are utilized by the Department of Theatre and Dance. LED lighting is being used for three test lamp posts and lighting in the Hillel/ Sociology/ Anthropology building dining room and classroom.

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

Muhlenberg College uses motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building.
We are using motion occupancy sensors for lighting in the restrooms of Ettinger, Moyer, Haas, Trumbower and New Science.
The New Science building has a programmable lighting control system that enables us to schedule lighting shut downs
All exterior lighting is on Photocell technology
March 2012, all major buildings have lighting sensors in at least one room

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:

Muhlenberg College does not use a centralized energy management system that allows the College to track energy consumption and performance in multiple buildings in a central location.

We are using a few different management systems on campus such as Johnson Metasys, M3, Tridium, E-Mon, and Andover. The systems allow us to operate equipment, schedule setbacks and trend data. We are working toward utilizing 1 BAS overlay that will bring all of these systems under one data-base.

As of March 2012 Muhlenberg has installed a centralized system to monitor a variety of buildings. Legacy systems are still used as well. The new rehearsal house is tied into this central system.

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:

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

At least one machine on campus has a sensor to cycle the refrigeration compressor on and off.

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

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

http://www.muhlenberg.edu/main/campuslife/sustainability/operations.html

Clean and Renewable Energy

Responsible Party

Kalyna Procyk
Sustainability Coordinator
Office of Campus Sustainability

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	13.17 *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:

238,586 *MMBtu*

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

Muhlenberg generates renewable electricity from 2 solarphotovoltaic panels located on top of the Seegers Union building.

http://www.muhlenberg.edu/main/campuslife/sustainability/operations.html

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

Muhlenberg also utilizes solar hot water heaters for it's Life Sports Athletic Center and it's Tree House.
Life Sports Center:

http://www.muhlenberg.edu/committees/strategicplanning/2013siupdate.pdf

(page 30, item 8)

Tree House

https://bergtreehouse.wordpress.com/tag/hot-water/

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

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

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

http://www.muhlenberg.edu/main/academics/physics/research/solar_scholars.html

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

Grounds

Landscape Management

Responsible Party

Brett Fulton
Grounds Manager
Plant Operations

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).

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

	Area
Total campus area	184 *Acres*
Footprint of the institution's buildings	33.30 *Acres*
Area of undeveloped land, excluding any protected areas	102 *Acres*

Area of managed grounds that is::

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

A copy of the IPM plan:

The IPM plan :

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

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

Muhlenberg College prioritizes use of native plant species in landscaping.
Preference is given to drought resistant native species coinciding with new construction. Lindera spice bush, is a recent example the campus has utilized.

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

Muhlenberg College composts or mulches waste from grounds keeping, including grass trimmings.
We use special mulching blades on the mowers to mulch the grass. "We never pick up grass clippings. All grounds keeping waste is put into a special dumpster for recycling, that dumpster is transported by our trash hauler to the Lehigh County Recycling center to be turned into top dressing, mulch, and topsoil."

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

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

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

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

Muhlenberg College implements technologies or strategies to reduce the environmental impacts of snow and ice removal.
Some of the alternatives that are used include Safe Step, calcium, magnesium chloride, and an overall cut down on the amount of rock salt used.
Muhlenberg College does not have a snow and ice removal program, policy, or practice.

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:

http://www.jcehrlich.com/pest-control-services/service-programs/integrated-pest-management/index.html

Biodiversity

Responsible Party

Richard Niesenbaum
Professor, Biology, Director, Sustainability Studies Program
Biology

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?:
Yes

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:

Muhlenberg College owns/manages two pieces of land that are considered to be regions of conservation importance, since they are both contain wetlands. These are two areas known as the Raker and Graver sites.

The Conrad W. Raker Biological Field Station and Wildlife Sanctuary, a 40-acre wooded tract situated 15 miles north of the campus, in Germansville, PA, is used by biology classes for field study. A section of Jordan Creek within the preserve provides added opportunity for aquatic biology studies. Students and staff also conduct research on varied aspects of plant and animal biology.

The Lee and Virginia Graver Arboretum of Muhlenberg College, located in Bushkill Township, north of Bath, Pennsylvania, is used as an outdoor classroom by the biology and other science departments.

Muhlenberg College has conducted multiple assessments in these areas, but they are not official. One of them was for Graver, and came from a grant given by the Institute of museum and library services around a decade ago.

Though we have no formal plans in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas in Raker and/or Graver, this is something we can look into.

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:

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

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

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

Doyle Smith
Operations Manager
Information Technology

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.

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

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

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

The electronics purchasing policy, directive, or guidelines :

• Muhlenberg College has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. As of now, all of our computer purchases are EPEAT Gold.

• Regarding our computer purchasing policy, we make sure all of our computer purchases are EPEAT Gold. This policy of only purchasing EPEAT Gold was put into place recently. Also, by the end of this fiscal year, almost half of our computer equipment will meet the gold standard.

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

• Concerning our guidelines, all purchases go through the Office of Information Technology (OIT)- no departments are allowed to purchase individual equipment. If a department does try to purchase something, it has to go through Muhlenberg's purchasing office, and they will redirect it to OIT before the purchase is made. All purchases are kept at the institutional level, so the department will not feel as if it's the equipment belongs to them. This way, if the equipment is needed more elsewhere, it can be given to another department. There is NO ownership of the equipment at the department level.

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	0 *US/Canadian $*
EPEAT Gold	349,035 *US/Canadian $*

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

349,035 *US/Canadian $*

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

http://www.muhlenberg.edu/main/aboutus/oit/technology/green_oit.html

Cleaning Products Purchasing

Responsible Party

Joseph Spirko
Custodial Supervisor
Plant Operations

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

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"---" 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?:

No

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

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

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

Housekeeping division of Plant Operations is committed to maintaining a high standard of cleanliness through Green Cleaning Practices. We will accomplish this level of commitment by incorporating Green Seal Certified chemicals, as well as, certified equipment that meet CRI Green Label standards. We are determined to provide healthy high performance cleaning and a more productive indoor environment with fewer burdens to our natural resources. In essence, this will provide products that effectively clean and are environmentally friendly to the working environment.

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

Yes

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

117,537 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

189,577.09 *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?:

No

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

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

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

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

http://www.muhlenberg.edu/main/aboutus/plantops/

Office Paper Purchasing

Responsible Party

Elizabeth Lees
Director of Purchasing
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:

Percentage of purchased office paper that is recycled: 86%

Large printing jobs that are bid though the Purchasing Office request FSC certified printing. The college catalog was printed on 100% recycled paper.

"---" 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:

The paper purchasing policy, directive or guidelines:

• Muhlenberg has an institution-wide stated preference to "purchase office paper and other supplies (tablets, folders, etc.) with a minimum of 30% post consumer waste (PCW) recycled content, and preferably 100% PCW recycled content"

http://www.muhlenberg.edu/main/campuslife/sustainability/policies/sust_purch.html

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

• To ensure that the paper guidelines are followed, "the college has contracted with area colleges with one office supply company to provide 30% recycled paper to college offices. All offices have been directed to order this paper."

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	0 *US/Canadian $*
30-49 percent	34,400 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	0 *US/Canadian $*

Total expenditures on office paper :
40,000 *US/Canadian $*

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

http://www.muhlenberg.edu/main/campuslife/sustainability/policies/sust_purch.html

Inclusive and Local Purchasing

Responsible Party

Elizabeth Lees
Director of Purchasing
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.

"---" *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:

Green Purchasing Policy.docx

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

• Muhlenberg has in its sustainable purchasing policy that it prefers businesses that produce goods that are local:
o "Produced locally or regionally in order to minimize the environmental costs associated with shipping" (

http://www.muhlenberg.edu/main/campuslife/sustainability/policies/sust_purch.html

)
• We are also currently developing a supplier diversity policy that will focus on encouraging participation of local and diverse suppliers. But as of now Muhlenberg looks at all the options available to it when purchasing items. Preference is given to local and nearby

businesses when their products are comparable to their competitors that may be farther away.

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

No

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

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

Life Cycle Cost Analysis

Responsible Party

Elizabeth Lees
Director of Purchasing
Purchasing

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?:

Yes

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):

Muhlenberg employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems across all of its operations. "Prior to purchasing a commodity, the total cost of ownership is considered, which includes initial cost, cost to receive, life expectancy, cost to maintain / energy required to run, cost to dispose/ recycle

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

Guidelines for Business Partners

Responsible Party

Elizabeth Lees
Director of Purchasing
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?:

Some

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

Green Purchasing Policy.docx

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

All of our suppliers that [the purchasing department] comes into contact with are requested to follow the policies/ guidelines as listed in the sustainable Purchasing policy. We do stipulate such things as paint finishes have no VOC's, use of recycled fabrics, reduced packaging. The office supply vendor, Office Depot, was requested to reduce deliveries from 5 days a week to 3 days a week.

Also, "Muhlenberg partners with dealers representing multiple major furniture manufactures. These representatives have been instructed to only bring to campus furniture from the specific manufactures that have been approved by the Director of Purchasing and that have documented Sustainable policies." (Betty Lees)

Some of our business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights.

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:

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

Jim Bolton
Assistant Director
Plant Operations

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.

Submission Note:

Gasoline-electric, non-plug-in hybrid
• 1 Honda Civic

Diesel-electric, non-plug-in hybrid
• 0 vehicles

Plug-in hybrid
• 0 vehicles

100% electric
• 13 golf carts

Fueled with Compressed Natural Gas (CNG)
• 0 vehicles

Hydrogen fueled
• 0 vehicles

Fueled with B20 or higher bio-fuel for more than 6 months of the year
• 0 vehicles

Fueled with E85 or higher ethanol for more than 6 months of the year
• 0 vehicles

Total number of vehicles in Muhlenberg's fleet, including all of the above
• 47 vehicles

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

Total number of vehicles in the institution's fleet :

47

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	13
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0

Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

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

Student Commute Modal Split

Responsible Party

Stephen Goosley
Transportation/Shuttle Coordinator
Plant Operations

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:

95

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

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

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

Muhlenberg College does have students commute to and from campus by a means other than single occupancy vehicle for the majority of their daily commute trips.
95% of students walk, bicycle, or use other non-motorized means as their primary method of transportation. This is only an estimate, as there is no concrete data collected by the school concerning this subject. For the future, maybe we can look into collecting this data and

placing it in a database.

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

Employee Commute Modal Split

Responsible Party

Stephen Goosley
Transportation/Shuttle Coordinator
Plant Operations

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.

Submission Note:

Muhlenberg College has not calculated the employees (faculty, staff, and administrators) that get to and from campus by a means other than single occupancy vehicle for the majority of their daily trips.

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

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

0

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)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---

Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

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

Support for Sustainable Transportation

<div style="text-align: center;">

Responsible Party

Kalyna Procyk
Sustainability Coordinator
Office of Campus Sustainability

</div>

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

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

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

Yes

A brief description of the facilities for bicycle commuters:

Bicycle Storage: Areas all around campus. Here is a link that lists each bike rack location:

http://www.muhlenberg.edu/main/campuslife/resserv/BergBikes.html

Shower Facilities and Lockers: Located in the men's and women's locker rooms in our Life Sports Center Athletic Facility

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:

Muhlenberg provides short-term bicycle parking within 50 ft (15 m) of all occupied, non-residential buildings. Please reference the above link.

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

No

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

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

Yes

A brief description of the bicycle sharing program:

Muhlenberg College does have a bicycle-sharing program which is administered by the Environmental Action Team, EnAcT.

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

No

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

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

Yes

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

Muhlenberg has a ride-sharing program in the form of our shuttle service. Details can be found at this link:

http://www.muhlenberg.edu/main/aboutus/deanst/services/shuttle.html

We also have another ride sharing program for students where they arrange a group among themselves to travel to different areas. Details can be found at this link:

http://shrek.muhlenberg.edu/rideBoard/loginForm.asp

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

Muhlenberg College does have a carpool matching program.
A rideshare board is posted on the Muhlenberg website that allows the community to post needed rides, or rides people are going on should anyone else be headed in the direction.

We also have another ride sharing program for students where they arrange a group among themselves to travel to different areas. Details can be found at this link:

http://shrek.muhlenberg.edu/rideBoard/loginForm.asp

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

A brief description of the car sharing program:

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
No

A brief description of the telecommuting program:

Muhlenberg does not have a formal telecommuting policy, but there definitely have been some circumstances where telecommuting has been a permitted option. One example involves Dr. Kim Gallon teaching a course through vide-chatting this semester.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:
No

A brief description of the condensed work week program:

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

Yes

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

Muhlenberg does have incentives to encourage employees to live close to campus:
"First, the college owns some houses around campus and employees are invited to apply to rent those whenever the houses become available. The second thing is the incentive program the College has which offers $1,000 toward closing costs for employees who buy a primary residence in the Allentown School District. Here is the link to the program announcement along with the link to the form to actually request the $1,000 stipend." (Anne Speck)

http://www.muhlenberg.edu/pdf/main/aboutus/hr/Intro.pdf

http://www.muhlenberg.edu/pdf/main/aboutus/hr/HomebuyersIncentive.pdf

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

No

A brief description of other sustainable transportation initiatives and programs:

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

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Jim Bolton
Assistant Director
Plant Operations

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	143.41 *Tons*	0 *Tons*
Materials composted	0 *Tons*	0 *Tons*
Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	605 *Tons*	815 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,246	2,114
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,522.53	2,539.55
Full-time equivalent of employees	502	484
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

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

The baseline year was adopted because the waste removal was being handled by a different vendor.

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

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

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

Muhlenberg College does have a surplus department or formal office supplies exchange program that facilitates the reuse of materials through Purchasing and Plant Operations.

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

Muhlenberg College default policy is still to print course catalogs, course schedules, and directories, but a project is in the works to instead makes them available online.

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

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

Muhlenberg College has had a program in the past and may in the future again have a program to reduce residence hall move-out waste.

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

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

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:

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

Muhlenberg College has a trayless dining program in which trays are removed from or not available in dining halls.

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):

Muhlenberg College's campus dining operations do not provide reusable containers for to-go food; these containers are returned to dining operations for cleaning and re-use. Currently, Wood Dining Commons has compostable to-go boxes and silverware.
We are looking into a pilot program. This program would include students putting down a deposit for the semester, and Wood Dining Commons would clean the boxes after they were returned.

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:

Muhlenberg College's campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations.
. Discounts are offered as an incentive to use reusable bottles. At the General Quarters, all refills are only $1.29. At Java Joe's the coffee shop on campus mug refills are $0.899, any size reusable container is accepted.

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

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

http://www.muhlenberg.edu/main/campuslife/sustainability/recycle.html

Waste Diversion

Responsible Party

Jim Bolton
Assistant Director
Plant Operations

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:

143.41 *Tons*

Materials disposed in a solid waste landfill or incinerator :

605 *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:

Muhlenberg College promotes recycling and conservation measures. Additionally, waste is diverted through grounds waste composting, requiring recycling of construction waste and reusing campus materials.

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

Muhlenberg College does not donate leftover surplus food. We do donate money from student surveys. Legally, Sodexo is not able to donate leftover food because of liability issues.

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

Muhlenberg College does not have a formal pre-consumer food waste composting program. However, we do participate in a few programs that contribute to pre-consumer waste re-use. For example, the peels of vegetables are used to make vegetable stocks for soups. Also, the MILE houses do have a composting program with the Community Garden.

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

The independent living MILE houses can opt into a composting program with the Community Garden.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	No
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes

Motor oil	Yes
Tires	Yes

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

Construction and Demolition Waste Diversion

Responsible Party

David Rabold
Capital Projects Manager
Planning

Criteria

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

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

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

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

218.55 *Tons*

Construction and demolition materials landfilled or incinerated :

24.03 *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:

Rubble (brick, block, asphalt, masonry, etc.) is hauled to a local recycler and crushed into aggregate products. This material is hauled to a quarry where it is processed (crushed and screened) into a variety of fill products (backfill, sub-base, road-base etc.)

Metal is consolidated locally, processed, shipped to a recycler or large consolidator. The material is shredded and cleaned at the processor before being shipped to a mill where it is forged into new metal products.

Wood waste is taken to a mulch processor where it is ground into mulch and compost products. This material is used as a fertilizer and in landscaping.

Trash materials include packing foam, fines (dust and very fine waste materials), composite materials, miscellaneous plastics, worker trash and other materials. Trash is disposed of in landfills.

Drywall is hauled to a processor where the material is ground and screened. The separated gypsum is processed into a soil amendment, fertilizer and conditioner. Scrap drywall paper is screened off and used in animal bedding and for other purposes.

Recovered Recyclables are shipped off-site for sorting and recycling. Recovered recyclables

included wood, metal, drywall, cardboard, film plastic, rigid plastic, rubble, ceiling tile, carpet and select other materials. These loads are not quantified by type.

Cardboard is consolidated, baled and shipped to a recycler for manufacturing into new paper products.

Plastic waste from the project is commingled with other debris and separated off-site. Plastics are graded by type:
• PVC pipe waste is ground and washed into a fill product used in making new PVC pipe.
• HDPE spackle buckets, pipe, spools, lids, etc. are ground washed and used in new HDPE products.
• Miscellaneous film plastics (LDPE, PP, HDPE etc.) are baled. This material is shipped overseas where the plastics are separated by hand and recycled in various methods depending on type.
• PET bottles are consolidated, baled, ground, washed and made into new PET products.

Fiberglass is baled and shipped to a mill where it is recycled into new building products.

PVC is consolidated and hauled to a processor where it is recycled into new vinyl products
Ceiling Tile is consolidated and hauled to a mill where it is recycled into new ceiling tile products

Carpet is baled and hauled to a processor there is further sorted and ground. Recovered materials are used in new carpet and a variety of other applications.

Hazardous Waste Management

Responsible Party

Diane Dologite
Laboratory Manager
Biology Department

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.

Submission Note:

• Diane Dologite, Laboratory Manager and Chemical Hygiene Officer, 484-664-3618,
dologite@muhlenberg.edu
(Hazardous Waste)
• Lieutenant Brenda Lakis, Campus Safety, Title IX Investigator,
lakis@muhlenberg.edu
(Hazardous Waste)

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

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

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

Hazardous Waste
Muhlenberg College has strategies in place to dispose of all hazardous, special, universal, and non-regulated chemical waste and tries to minimize the presence of these materials on campus.

To reduce these kinds of wastes in the science departments, faculty who run labs that use materials that could become hazardous waste are encouraged to only use what they need. Chemicals are also shared within departments so the college does not have to buy in unnecessary bulk, which would create excess. There is also an inventory system that combines the chemistry and biology departments (since they are the only science departments that would use hazardous materials), so the college does not buy chemicals that are already in stock, and so the chemicals can be shared.

To dispose of hazardous and other potentially dangerous wastes, two parties coordinate with campus safety. These parties are the two lab safety officers who manage waste from labs, and the head of the Center for the Arts Building, where art classes that use paints and other materials that need proper disposal are held. Then, campus safety coordinates with a company called Clean Harbors to safely come and pick up the waste to be disposed of properly.

Fortunately, there have been no significant hazardous material release incidents during the previous three years.

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

All batteries, lamps, and ballasts through a local reputable company AERC.

Clean Harbors picks up the hazardous waste (i.e. chemical waste from Biology and Chem Department, fixer waste from Art department, latex paint from Theater, and occassionally there is additional waste from another department).

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

None

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

Muhlenberg College has implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals
All products used or created in any lab are stored for utilization in future labs.

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?:
No

A brief description of the electronic waste recycling program(s):

Electronic Waste
We restore 95% of our computers to their original operating system and wipe them clean as well. The operating system we have on them

at the time of purchase is licensed by Muhlenberg, so we can't let that get out to other parties. Then we partner with the public relations department to donate them to schools, boy scouts, needy families, staff members, and other organizations. The donatees have to sign an agreement saying that they will dispose of it in an environmentally friendly manner. It's mainly protection for the college in case someone chucks it out and it gets back to Muhlenberg.

The other 5% is just not in working order so it gets sent off to AERC Inc., which is part of a contract within the LVAIC college community. They also take ballasts and florescent lighting and all other of the institution's electronics. They come twice a year, and we need to provide them an entire list of everything we're giving them, with models and serials numbers of the equipment. That list then gets attached to a purchase order. Once they AERC processes the hardware, the college gets issued a certificate of destruction. Electronic waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met because "each AERC facility is fully EPA permitted and complies with all state & federal EPA, OSHA, and DOT Regulations".

Students can recycle batteries, printer cartridges, and plastic bags in the Seegers Union building.

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

Muhlenberg does have a program in place to recycle or reuse equipment for institutional equipment. Currently 85%/90% of our discarded computer equipment gets handed out to community groups or organizations.
No program in place for student electronic waste

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

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Jim Bolton
Assistant Director
Plant Operations

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:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	34,749,370 *Gallons*	36,562,100 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	34,749,370 *Gallons*	31,782,422 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	2,246	2,088
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,522.53	2,504.50
Full-time equivalent of employees	502	483
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,450,090 *Square Feet*	1,399,485 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	137 *Acres*	137 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2008	June 30, 2009

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

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:

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

Yes. All of our MILE properties are separately metered amounting to 81 buildings. The Main Campus buildings are now metered as well.

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

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):

Muhlenberg College does use xeriscape-landscaping techniques, including the selection of drought tolerant plants.
Muhlenberg College gives preference native drought resistant plant species to reduce the necessity to irrigate.

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

Muhlenberg College does use weather data or weather sensors to automatically y adjust irrigation practices
Weather data is used to determine whether rain is in the forecast. Plant Operations will adjust the automatic watering systems to adjust so that they do not go off if it is suppose to rain.

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

David Rabold
Capital Projects Manager
Planning

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Muhlenberg does use Low Impact Development (LID) strategies:
• There is a rainwater harvesting system attached to the Tree House
• There is a green roof on top of the Seegers Union building.
• There are 3 Rain Gardens near the Walz, Brown, and Taylor dormitories, where the storm water is collected by the vegetation.

• Between and under the New Science Building and the Brown residence hall, there is a water retention area. This releases the water slowly after a major storm. We also have another one under the library and under the football field/track.

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:

Storm Water Management Policies
Muhlenberg's storm water management plan and policies, which cover ongoing campus operations and any new construction, major renovation, and other projects, cover the entire campus and are dictated by Pennsylvania law:

http://www.elibrary.dep.state.pa.us/dsweb/Get/Document-87074/3930-BK-DEP0121.pdf

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

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

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

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

The Green Roof is located on the roof of the Wood Dining Commons.

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

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

A brief description of any rain gardens on campus:

There are 3 rain gardens on the campus and several detention

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

The campus as several water detention mechanisms on campus. There is a basin which pumps the water back up a hill to recharge the hillside with water and prevent flooding of a nearby lake. Also, other places on campus retain stormwater and slowly discharge it into the sewers.

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

A mixture of no-mow grasses and fescues are utilized for the campus vegated swales

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

Underground detention systems, coupled with flow reduction orifices are used to reduce storm water discharge velocity and stream flooding. An active detention pond with a sump pump recirculating system is utilized to provide ground water re-charge at the southern edge of the campus. Green roof on portion of student union improves water quality and increases water retention.

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

Wastewater Management

Responsible Party

Michael Brewer
Director, Plant Operations
Plant Operations

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:

34,749,370 *Gallons*

Wastewater naturally handled:

0 *Gallons*

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

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Kalyna Procyk
Sustainability Coordinator
Office of Campus 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:

Over the past 3 years, the Sustainability Office has:
Provided numerous sustainability-related internships
Partnered with classes to audit dorm energy usage, recycling practices and complete a college sustainability assessment.
Updated a carbon inventory and drafted a Greenhouse Gas Report.
Used advanced technology to develop an interactive book about the Permaculture Garden.
Oversaw Green Team Move-In and Move-Out waste reduction events.
Successfully implemented the "Just Tap It" campaign, which significantly reduced bottled water consumption.
Distributes reusable bottles to the incoming freshman class each year.
Participated and planned the LVAIC Sustainability Conference.
Has created a bike sharing program and other initiatives on campus.

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:

Yes Muhlenberg College has a sustainability committee.
The Greening Committee is composed of faculty, staff, and student representatives and was initiated by President Helm in 2003 to examine, propose, and monitor recycling efforts, reductions in the campus waste stream and other sustainable practices.
Muhlenberg College does have a sustainability office
The sustainability office is located in the New Science Building on Muhlenberg's Campus. The office is utilized to help spread awareness on campus, and focuses on implementing greening initiatives on campus to reduce the impacts the college has on the environment.

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

• Kalyna Procyk, Sustainability Coordinator (Staff)
• Kent Dyer, Co-Chair Greening Committee, Chief Business Officer and Treasurer (Staff)
• Richard Niesenbaum, Co-Chair Greening Committee, Biology Faculty, Sustainability Studies Director (Faculty)
• Jordanna Sprayberry, Biology (Faculty)
• David Rabold, Capital Projects Manager (Staff)
• Jim Bolton, Assistant Director Plant Operations (Staff)
• Evan Rehrig, Marketing Manager Muhlenberg Dining Services (Staff)
• Intern of Muhlenberg Dining Services (Student)
• Aaron Bova, Associate Director Housing Services (Staff)
• Krista Bywater, Sociology (Faculty)
• Peter Stark, Operations Manager Muhlenberg Dining Services (Staff)
• Student Representatives from EnAcT (Student)
• Student Representatives from Tree House (Student)
• Government Liaison (Other)

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

http://www.muhlenberg.edu/main/campuslife/sustainability/green_comm.html

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:

The office is utilized to help spread awareness on campus, and focuses on implementing greening initiatives on campus to reduce the impacts the college has on the environment. The Office of Campus Sustainability brings together students, faculty and staff with a diversity of perspectives and areas of expertise to seek creative solutions for campus sustainability. Staffed by the Director of Sustainability Studies and The Campus Sustainability Coordinator, its mission is to facilitate the linkage between academic and facilities-based sustainability efforts, to create student internship opportunities in the area of campus sustainability, to support the Campus Greening Committee and student environmental groups, and to seek out external funding and maintain resources to further the integration of sustainability into the curriculum and across campus.

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

1

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

http://www.muhlenberg.edu/main/campuslife/sustainability/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Kalyna Procyk

A brief description of each sustainability officer position:

The Sustainability Coordinator works in the Office of Campus Sustainability. This position coordinates greening initiatives on campus, as well as sustainable aspects of the college.

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

http://www.muhlenberg.edu/main/campuslife/sustainability/staff.html

Sustainability Planning

Responsible Party

Kalyna Procyk
Sustainability Coordinator
Office of Campus Sustainability

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	No	No
Research (or other scholarship)	No	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	No	No
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	Yes	Yes
Grounds	No	No
Purchasing	Yes	Yes
Transportation	No	No
Waste	No	No
Water	No	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No

Other	---	---

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

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

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

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:

See below

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

See below

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

Office of Campus Sustainability

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

See below

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

See below

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

See below

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

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

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

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

See below

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

See below

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

See below

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

See below

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

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

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

See below

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

See below

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

See below

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

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

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

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

See below

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

See below

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

See below

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

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

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

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

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

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

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

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

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

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

See below

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

See below

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

See below

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

See below

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

See below

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

See below

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

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

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

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

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

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

The institution's definition of sustainability:

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:

Muhlenberg College created a strategic plan back in 2010 that set goals to be accomplished by 2015. This formal plan contains initiatives that cover multiple categories, one of them being sustainability. The initiatives include:

• Bottle Water Reduction

• Creation of the Office of Campus Sustainability

• Evaluate and propose applications and resources to insure responsible use of consumables campus-wide (e.g, usage tracking and/or cost recovery of paper and toner). Implement sustainability applications already identified.

• Target the percentage of EPeat Gold-rated desktop hardware purchased by the College to be at least 85% of total purchases.

• Replace the existing steam to water converter system with a gas fired water heating system to provide heating of the Baker Center for the Arts year round.

• Conduct detailed energy audits for all major building on campus.

• Install occupancy sensors to turn off lights when people are not present.

• Install steam meters in buildings that use steam from the Boiler Plant.

• Analyze cost saving and revenue enhancing suggestions made by PPG and other members of the Muhlenberg community.

There are multiple measurable objectives listed in the Strategic Plan.

http://www.muhlenberg.edu/committees/strategicplanning/Momentum-Approved.pdf

The Diversity Plan can be found at:

http://www.muhlenberg.edu/media/contentassets/pdf/president/initiatives/Diversity%20Strategic%2

0Plan%20-%20Final%20Approved%20Version.pdf

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

Governance

Responsible Party

Anne Speck
Vice President of Human Resources
Human Resources

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.

Submission Note:

• Chris Jachimowicz, Director of Student Leadership Programs;
jachimow@muhlenberg.edu
; 484-664-3733
• Anne Speck, Vice President of Human Resources;
aspeck@muhlenberg.edu

"---" *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)?:
No

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?:
No

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	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 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	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
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

Robin Riley-Casey
Director of Multicultural Life
Student Life

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

Submission Note:

Also, Robin meets with RAs, athletes, and students in the fitness and wellness classes, about issues of difference, promoting open-mindedness in regards to diversity.
RAs also have intensive training regarding handling issues of difference.

The multicultural office focuses on student diversity and equity, but not employee diversity and equity.

The advisory committee consist of staff and faculty they include: Dr. James Peck, Dr. Kate Richmond, Dr. Stefanie Sinno, Dr. Cathy Oullette, Dr. Mark Wolfmeyer, Beth Halpern, Director of Community Service and Engagement, Lee Kolbe, Title IX Coordinator, Robin Riley-Casey, Director of Multicultural Life and Cindy Amaya-Santiago, Senoir Associate Director of Multicultural Recruitment.

The advisory board develops campus programs around the issues of diversity, and can be academic or deal with social advocacy. Concerning academic programs, we currently have a Center for Ethics/Multicultural Center Advisory Board program that included a lecture on the psychology behind the Ferguson protests and the history of voting rights in the United States. Concerning social advocacy, we had the following events:

BSA sponsored a Weekend of Resistance in response to the events taking place in Ferguson, MO.
Friday, October 17th
2:00-3:00pm Rally/Teach-In, Parents Plaza (rain or shine)
3:00-4:00pm Shout Out (space for students to dialogue about social and political issues of difference), Multicultural Center (backyard if good weather and inside if bad)

Saturday, October 18th

5:30-7:00pm - Art of Resistance- Miller Forum, Moyer Hall

This will be a space where students will present spoken word, monologues and other forms of artistic expression as a form of resistance to the types of oppression facing Ferguson and the nation. This will be totally student led and driven though faculty and staff are welcome to attend.

Information about our multicultural department can be found at the following links:

http://www.muhlenberg.edu/main/campuslife/multicultural/

http://www.muhlenberg.edu/main/campuslife/multicultural/mission.html

"---" *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:

The mission statement is: to serve as a campus wide resource that facilitates and promotes a learning community of multicultural understanding and exchange through collaboration, dialogue, and action. Muhlenberg has a Multicultural Advisory Board, Multicultural Center, and Multicultural Director tasked by the administration to advise on and implement programs and trainings related to diversity and equity on campus.

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

2

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

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

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Muhlenberg has programs available to all employees specific to cultural competence trainings and activities.
All LVAIC programs at the College are available to all faculty, staff, and students.
Specific trainings for Campus Safety are in place concerning racial profiling.
Specific trainings for Coaches and all Athletic employees concerning homophobia.

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

http://www.muhlenberg.edu/diversityproject/aboutthesedehidiversityproject/

Assessing Diversity and Equity

Responsible Party

Kathleen Harring
Dean of Institutional Assessment and Academic Planning
Psychology

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

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

Yes

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

• Campus climate: "All of the national student and faculty surveys that we administer include items that tap campus climate; however during spring 2014 we administered the Diverse Learning Environments survey to all sophomores and juniors to more directly and comprehensively assess campus climate and we added the Campus Climate module to the HERI faculty survey that we also did in spring 2014. Results from these instruments will inform policy and programming." (Dr. Kathleen Herring)

Has the institution assessed student diversity and educational equity?:

Yes

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

• Student diversity and educational equity: student demographics can be found in the source book. There is a study that examined educational equity, but it was given to students who did not yet start their college career at Muhlenberg yet. This can be found on page 5 and 6 of our Diversity Plan.

o

http://www.muhlenberg.edu/pdf/main/aboutus/ir/SB2014-2015.pdf

(Source Book)

o

http://www.muhlenberg.edu/media/contentassets/pdf/president/initiatives/Diversity%20Strategic%2

0Plan%20-%20Final%20Approved%20Version.pdf

(Diversity Plan)

Has the institution assessed employee diversity and employment equity?:

Yes

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

• Employee diversity and employment equity: An assessment on the change in employee diversity over 20 years at Muhlenberg can be found on page 9 of the diversity plan. Muhlenberg offers health insurance to same-sex partners, and starting in the fall semester of 2014, several faculty members started working at here with temporary visas with Muhlenberg as a sponsor. More details can be found on page 10 of the Diversity plan, which is the second link found above.

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

No

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

Robin Riley-Casey
Director of Multicultural Life
Student Life

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:

Muhlenberg has mentoring, counseling, peer support, academic support, and other programs to support underrepresented groups on campus:

o Mentoring: career center has connections with alums that are part of underrepresented groups, and holds networking events with them (LGBT, women, people of color, etc.)
o Counseling: the counseling center will offer accommodations to students who prefer to open up to one gender or race over another. If a student does not connect with a counselor in Muhlenberg's counseling center, the counseling center would direct them to a local agency.
o Peer Support: We have a mentoring program that is part of our Emerging Leaders program. The Emerging Leaders program is a bridge and leadership program for students of diverse ethnic and racial backgrounds. The program includes a pre-orientation week which introduces students to the rigor of college academics, offer workshops to help students adjust to being a member of a primarily white upper middle-class student population and provide peer mentors for social and academic support. The mentoring program pairs each new emerging leader with one or two Emerging Leaders from the previous cohort
o Academic Support: Each incoming Emerging Leader is advised by their first-year seminar faculty and or an Academic Support Staff member to assist with registering for classes, time management, study skill development and resources that support academic success.

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

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:

Policy: We do have hate/bias response policy and a special team is being formed, which will be trained on how to respond to incidents.

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?:

Yes

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

Yes

Support for Future Faculty Diversity

Responsible Party

Kathleen Harring
Dean of Institutional Assessment and Academic Planning
Psychology

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?:

Yes

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

Over the past four years, Muhlenberg College has taken two steps to support future faculty diversity:
• Being "clearer and more intentional in prioritizing the development of diverse pools of candidates in each of its tenure track searches."

• Joining a "national consortium of liberal arts colleges whose mission is to assist in recruiting, mentoring and retaining diverse faculties at its member institutions." This organization is called the Consortium for Faculty Diversity, or the CFD. "The '13-'14 academic year was Muhlenberg's most successfulas a CFD member, recruiting four CFD post-doctoral fellows to its faculty."

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

Greg Mitton
Director of Financial Aid
Admissions

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

---

Submission Note:

• Cindy Amaya Santiago, Senior Associate Director of Admission and Coordinator of Multicultural Recruitment,
csantiago@muhlenberg.edu
, 484-664-3245 (info on traditional students)
• Kim Myerson, Wescoe School's Financial Aid Administrator,
kmyerson@muhlenberg.edu
, 484-664-3164 (info on non-traditional students)
• Greg Mitton, Director of Financial Aid, Associate Dean of Admissions,

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Muhlenberg College has policies and programs in place to make it accessible and affordable to low income students.• Policies that minimize the cost of attendance for low-income students Muhlenberg does have policies in place to make tuition affordable for traditional low-income students. Although we do not have policies specifically geared towards low-income students, our financial aid policy is set up in such a way that tuition is affordable for everyone. We also try not to "gap" our students, meaning we create financial aid packages that meet students' full financial needs. Additionally, we also do not include the parents' loan as part of a student's financial aid package. Even though these are not official policies, we do take these actions.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

We have a program titled "Emerging Leaders", where the details were mentioned earlier in PA 6. To be an Emerging Leader, a student has to fit a certain number/degree of criteria, one of them being having a low-income background. Yet, a student does not necessarily have to come from a low-income background to be a member of the group, but that factor is taken heavily into consideration.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Muhlenberg College has policies and programs in place to make it accessible and affordable to low income students.
A pilot program was created involving 10 students from low-income backgrounds. These students were given a guide for success at college, as well as follow ups to any questions they may have. A complete list of the resources available to them here at Muhlenberg was also given to allow a full view of their opportunities here at the college.
Programs to guide parents for low-income students through the higher education
3 days before regular student orientation a special orientation is set up specific for low-income background students. These students are encouraged to come with their parents for a pre-orientation that is voluntary to receive a private guide to the resources available to them at the college. Parents also receive brochures to let them know the opportunities available for them and their kids at the college. If we're invited to be a guest speaker or hold a workshop by a low-income school, we'll do it.

A brief description of the institution's scholarships for low-income students:

Muhlenberg College provides financial aid to low-income students. Our scholarship awards are merit-based and apply to all students regardless of their income background.

A brief description of any programs to guide parents of low-income students through the higher education

experience:

Muhlenberg College has policies and programs in place to make it accessible and affordable to low income students.

Programs to prepare students from low-income backgrounds for higher education

A pilot program was created this year involving 10 students from low-income backgrounds. These students were given a guide for success at college, as well as follow ups to any questions they may have. A complete list of the resources available to them here at Muhlenberg was also given to allow a full view of their opportunities here at the college.

Programs to guide parents for low-income students through the higher education

3 days before regular student orientation a special orientation is set up specific for low-income background students. These students are encouraged to come with their parents for a pre-orientation that is voluntary to receive a private guide to the resources available to them at the college. Parents also receive brochures to let them know the opportunities available for them and their kids at the college.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Part of our recruitment policy is that we got to high schools that consist of students who come from low-income.

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?:
Yes

A brief description of any scholarships provided specifically for part-time students:

• Scholarships provided specifically for part-time students Scholarships are available for part-time students. For a complete list of scholarships geared towards non-traditional students, please see the attached document labeled "PA 8 - Continuing Education", or follow the links below:

o

http://www.muhlenberg.edu/pdf/main/aboutus/finaid/wescoe/WescoeScholarship.pdf

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:

Muhlenberg offers need-based financial aid to non-traditional students.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	10.80
The graduation/success rate for low-income students	88.10
The percentage of student financial need met, on average	92
The percentage of students graduating with no interest-bearing student loan debt	45

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

Anne Speck
Vice President of Human Resources
Human Resources

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.

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

Number of employees:

758

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

758

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:

193

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

193

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Regular, full-time employees
• Housekeeping staff are the lowest hourly paid regular full-time employees. Start rate is $10.90/hour, $22,672/year; Benefits for this position would include: health insurance coverage (with a payroll deduction within the Affordable Care Act guidelines); reimbursement of $400 of the individual $500 in-network deductible annually (all eligible employees making less than $32,000/yr get $400 of the $500 in-network deductible reimbursed); tuition scholarship plan which includes full tuition coverage for dependents to attend Muhlenberg after the employee has two years of service; employer-paid life insurance and long-term disability plans; retirement accounts funded at 10% of salary per year with no employee contribution required for all full-time employees after two years of service.
Regular, part-time employees
• This would be part-time LSC desk staff, $8.37/hour. Part-timers have no benefits unless working 800+ hours/year (at 800 hours they get pro-rated vacation), or 1000+ hours/year (at 1000 hours they get the college retirement contribution).
Temporary (non-regular) staff
• Same pay rates as above, Temporary employees are not eligible for benefits.
Temporary (non-regular, adjunct or contingent) faculty
• Part-time/temporary/adjunct faculty are paid per course, and are not eligible for benefits. An adjunct for a regular one unit class is paid

$4,340/course.

Student employees

• Minimum wage

• Sodexo, a dining/catering service that maintains the functioning of all of our dining services, is the only on-site contractor that Muhlenberg utilizes. There are 193 Sodexo employees, which includes full-time, part-time, and student employees. To make sure its employees receive sustainable compensation, Sodexo North America's human resources department uses a wage matrix. A wage matrix is a system where the starting wages of employees are gaged using average wages of employees of other companies with similar positions in the same geographic area. This way, Sodexo can offer competitive wages to avoid losing talent to other businesses in the industry. Also, all employees' wages are increased by roughly 3% annually so their purchasing power can keep up with inflation.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

758

Number of employees of contractors that receive sustainable compensation:

193

A brief description of the standard(s) against which compensation was assessed:

• Faculty salaries are compared for each rank to the AAUP salary survey for category IIB Institutions, Manager salaries are compared to CUPA salary data for Bachelor's institutions, and non-exempt employee salaries are compared to local salary survey data. Benefits for all employee categories are compared to the benefits offered by our overlap colleges and the LVAIC colleges/universities to give us a more complete picture of how our total compensation compares.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Regular, full-time employees

• Housekeeping staff are the lowest hourly paid regular full-time employees. Start rate is $10.90/hour, $22,672/year; Benefits for this position would include: health insurance coverage (with a payroll deduction within the Affordable Care Act guidelines); reimbursement of $400 of the individual $500 in-network deductible annually (all eligible employees making less than $32,000/yr get $400 of the $500 in-network deductible reimbursed); tuition scholarship plan which includes full tuition coverage for dependents to attend Muhlenberg after the employee has two years of service; employer-paid life insurance and long-term disability plans; retirement accounts funded at 10% of salary per year with no employee contribution required for all full-time employees after two years of service.

Regular, part-time employees

• This would be part-time LSC desk staff, $8.37/hour. Part-timers have no benefits unless working 800+ hours/year (at 800 hours they get pro-rated vacation), or 1000+ hours/year (at 1000 hours they get the college retirement contribution).

Temporary (non-regular) staff

• Same pay rates as above, Temporary employees are not eligible for benefits.

Temporary (non-regular, adjunct or contingent) faculty

• Part-time/temporary/adjunct faculty are paid per course, and are not eligible for benefits. An adjunct for a regular one unit class is paid

$4,340/course.
Student employees
• Minimum wage

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

See above

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

See above

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

See above

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

See above

The local legal minimum hourly wage for regular employees:
10.90 *US/Canadian $*

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?:
No

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

Responsible Party

Anne Speck
Vice President of Human Resources
Human Resources

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?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

100% of full and part-time employees were sent the survey; response rate was 56%

Muhlenberg used a surveying service called "Work Place Dynamics" to evaluate its employees' satisfaction. The survey had two parts:
• OrgHealth: Determines if an organization has a clear sense of direction and if it makes it employees feel valued.
• My Job: Looks at how employees feel about their job, and takes into account their feelings about their "managers, compensation, work/life balance and opportunities
for career development".
After employees take the survey, the Work Place Dynamics provides charts and suggestions based on data and comments.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Muhlenberg evaluates results and comments, and refers issues to appropriate departments to be addressed. Changes made in the past three years include: expanding health screenings covered at zero cost in 2013 and 2014; enhancing marketing of health insurer's pregnancy programs in 2014; offering free, on-campus biometric screening and a wellness reward for participants in 2014; offering supplemental life insurance to all employees in 2013; adding a lower co-pay option ($10 co-pay for "Minute clinics") in 2014.

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Anne Speck
Vice President of Human Resources
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	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

• Muhlenberg has a Wellness Committee that hosts multiple events and programs throughout the year to raise awareness of certain health issues and promote healthy living. More information can be found at this link:

http://www.muhlenberg.edu/main/aboutus/hr/wellness/

• Muhlenberg also has programs through its insurer (Highmark) and broker (Benecon), as well as Walking Challenge program versus other local colleges, on-site Fox Chase mobile mammography each year, and a celebration of National Employee Health and Fitness day each year. Employee Assistance Program is offered through our counseling center and our insurer (Highmark) covers counseling as well.

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

Workplace Health and Safety

Responsible Party

Anne Speck
Vice President of Human Resources
Human Resources

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	23	36
Full-time equivalent of employees	594.53	571.23

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

	Start Date	End Date

Performance Year	Sept. 1, 2013	Aug. 31, 2014
Baseline Year	Sept. 1, 2010	Aug. 31, 2011

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

Kent Dyer
Chief Business Officer
Office of the Treasurer

Criteria

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

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

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

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

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
No

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

Muhlenberg College does not have a formally established and active CIR or similar body that provides recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting.

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

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

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

Investment Disclosure

Responsible Party

Kent Dyer
Chief Business Officer
Office of the Treasurer

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?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

0

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.