

# Plymouth State University

The following information was submitted through the [STARS Reporting Tool](#).

**Date Submitted:** Feb. 25, 2015

**STARS Version:** 2.0

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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

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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### Submission Note:

Simple campus boundaries of operation.

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

## Institution type:

Master

## Institutional control:

Public

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

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

**Reason for excluding agricultural school:**

---

**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

---

**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

---

**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

10,271,839 US/Canadian \$

### Total campus area:

182.13 Acres

### IECC climate region:

Cold

### Locale:

Small town

### Gross floor area of building space:

1,532,643 Gross Square Feet

### Conditioned floor area:

1,532,643 Square Feet

### Floor area of laboratory space:

70,763 Square Feet

### Floor area of healthcare space:

618 Square Feet

### Floor area of other energy intensive space:

65,755 Square Feet

### Floor area of residential space:

603,250 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

<b>Biomass</b>	1
<b>Coal</b>	9
<b>Geothermal</b>	---
<b>Hydro</b>	3
<b>Natural gas</b>	36
<b>Nuclear</b>	30
<b>Solar photovoltaic</b>	---
<b>Wind</b>	1
<b>Other (please specify and explain below)</b>	22.50

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

Other - distillate oil - 6.5%

Waste to Energy (landfill gas harvest, etc.) - 6%

Net purchased - 10%

**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	---
<b>Coal</b>	---
<b>Electricity</b>	---
<b>Fuel oil</b>	10
<b>Geothermal</b>	---
<b>Natural gas</b>	90

**Other (please specify and explain below)**

---

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

Converted central heating plant to CNG, biomass is coming on-line in new facilities this summer.



# Academics and Demographics

## Criteria

n/a

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

### Number of academic divisions:

3

### Number of academic departments (or the equivalent):

25

### Full-time equivalent enrollment:

4,438

### Full-time equivalent of employees:

783

### Full-time equivalent of distance education students:

100

### Total number of undergraduate students:

3,787

### Total number of graduate students:

2,360

### Number of degree-seeking students:

6,049

### Number of non-credit students:

98

### Number of employees:

1,104

### Number of residential students:

1,765

**Number of residential employees:**

15

**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.

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**From the institution:**

We are in the process of collecting this data and making it available to students, and are also developing a Sustainability Studies minor.

The University has many sustainability related classes, and is offering incentives to faculty to increase these offerings.

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

## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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*.

**Submission Note:**

We are very excited about our new Sustainability Minor and the growing number of sustainability courses in our curriculum.

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

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

	Undergraduate	Graduate
<b>Total number of courses offered by the institution</b>	250	65
<b>Number of sustainability courses offered</b>	24	0
<b>Number of courses offered that include sustainability</b>	52	10

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

13

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

25

**Number of years covered by the data:**

One

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

[Sustainability Minor Proposal for Faculty Feb 2015.pdf](#)

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

ISDI 2xxx Issues in Sustainability (SSDI) 3 credits (An introduction to sustainability issues and the Sustainability Minor Program)  
 IS 4xxx Sustainability Capstone (INCO) 3 credits (The capstone, culminating experience for students completing the Sustainability Minor (prerequisite: Completion of Issues in Sustainability course plus 9 credits of coursework in the Sustainability Minor)).  
 Environmental Systems – complete two of the following courses: 6-8 credits  
 BI 2070 Botany  
 BI 3240 Conservation (DICO) (GACO) (INCO)\*  
 BI 4050 Ecology (QRCO) (WRCO)\*  
 BI 4800 Current Environmental Issues\*  
 CH 3600 Environmental Chemistry (INCO)\*

EPL 3xxx Introduction to Permaculture  
 ESDI 2500 Environmental Science (SIDI)  
 ESDI 2610 Earth Systems Science: The Hazardous Earth (SIDI)  
 GEDI 1200 Environmental Geography (SIDI)  
 MTDI 1200 Weather and Climate (SIDI)  
 MT 2800 Climatology (GACO)\*  
 MT 4440 Climate Change (INCO)\*  
 Social and Economic Systems – complete two of the following courses: 6 credits  
 AR 3570 The Art of Sustainability (INCO)\*  
 BU 3220 Business and the Environment  
 EPL 3100 Environmental Planning\*  
 EPL 3xxx Sustainability in Residences  
 ESP 3270 Sustainable Structures  
 IS 3090 Food Issues (INCO)\*  
 PY 3310 Environmental Ethics (INCO) (WECO)  
 PY 3330 Business Ethics (DICO) (INCO)  
 PY 3610 Philosophy of Technology (INCO) (TECO)  
 SO 3xxx Sustainability in Practice (WECO)

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

<https://www.plymouth.edu/sustainability/sustainability-minor-program/>

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

The faculty approved a new academic minor program on Sustainability this year, all courses in the minor were reviewed and evaluated for inclusion in the program by many faculty working groups and committees. Committee, including students, reviewed catalog listings and course syllabi.

**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
<b>Internships</b>	No
<b>Practicums</b>	Yes

<b>Independent study</b>	No
<b>Special topics</b>	No
<b>Thesis/dissertation</b>	No
<b>Clinical</b>	No
<b>Physical education</b>	No
<b>Performance arts</b>	Yes

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

No

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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## Submission Note:

<https://www.plymouth.edu/sustainability/sustainability-minor-program/>

"---" 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:**

14

**Total number of graduates from degree programs:**

900



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

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

Anthropology / Sociology (

[https://www.plymouth.edu/departments/social-science/degrees-options-minors/anthropology-sociolog](https://www.plymouth.edu/departments/social-science/degrees-options-minors/anthropology-sociology/)

y/

)

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

Sustainability Education Goals and Objectives

Program Goals:

- A. Integrate Sustainability across campus curriculum
- B. Ensure that a range of Majors use the minor
- C. Advance Sustainable Systems on campus and in community through civic engagement
- D. Promote awareness of sustainability among students, faculty, and staff
- E. Integrate theoretical and practical perspectives on sustainability
- F. Connect sustainability at scales ranging from individual to global
- G. Develop awareness of professional opportunities and applications

Program Elements / Curriculum Components:

- a) Applied project experiences
  - Group collaborative (team) experience
  - Individual capstone experience
- b) Foundation course – Potentially integrate with general education program requirements
- c) Community partnerships
- d) Exposure to professionals in sustainability fields
- e) Portfolio development (including a statement of how program learning objectives are met)
- f) Interdisciplinary (scientific and ethical basis for understanding sustainability)

Learning objectives: (Identify balance of Skills, Content, Affective Domain)

1. Define and explain sustainability and appreciate how concepts of sustainability are connected to issues of social justice, environment, economy at local, regional, and global levels.
2. Demonstrate scientific and ethical understanding of key sustainability concepts, including planetary carrying capacity, population growth, climate change, and ecological footprint.

3. Explain ways in which natural resources are used to produce what they consume, such as the food they eat, the water they drink, and the energy they use.
4. Exhibit critical thinking skills and a systems thinking approach to sustainability issues at a variety of scales (local to global) and contexts (economic, environmental, ethical, and social).
5. Explain core concepts of relevant basic natural science, social science, and ethical concepts relating to sustainability (such as ecology) and develop skills relevant to their chosen field to provide a basis for environmental sustainability.
6. Demonstrate holistic thinking about sustainability using perspectives across multiple disciplines.
7. Explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability at the individual, and at local, regional, and global levels.
8. Connect the theories of sustainability to organizational change and become effective change agents

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

<https://www.plymouth.edu/department/social-science/degrees-options-minors/anthropology-sociology/>

# Undergraduate Program

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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*.

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## Submission Note:

We are excited about the expanding role of sustainability in our curriculum.

"---" 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 and Policy

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

The program is an interdisciplinary approach to environmental systems that includes both social sciences and natural sciences, with many courses focused on dimensions of sustainability.

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

<https://www.plymouth.edu/department/esp/degrees-options-minors/>

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

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

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

<https://www.plymouth.edu/departement/esp/degrees-options-minors/>

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

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

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

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

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**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 Minor

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

Sustainability science is an integrative discipline, sometimes defined as the union of equitable economic growth, social well-being, and thriving natural systems. The Sustainability Minor is an interdisciplinary program that provides students with many ways to be engaged learners, including experiences that use our campus as a “living-learning laboratory” to learn about energy issues and other dimensions of sustainability. The program of study is a multi-disciplinary approach that challenges students to develop a deep understanding of a diverse array of sustainability issues while energizing them to integrate those lessons into their lives in meaningful ways.

Sustainability perspectives and practices are emerging as essential tools in the 21st century at local, national and global scales. To prepare graduates from all fields to create and work in a more sustainable world, this interdisciplinary minor was created to allow all students the opportunity to develop a solid mastery of the fundamental components of sustainability and its applications across multiple disciplines. Students will be provided opportunities through course selection and capstone experiences to develop a focus that compliments the

content of their major curriculum and provides them with skills to directly apply to their professional and personal practices in the future. The program allows for student choice while maintaining a focus that ensures all students learn core sustainability concepts. Within the minor all students must take the Issues in Sustainability and the Capstone courses, and no more than six credits in the minor can be double counted with a student's major. Four of the six classes taken in the minor must be at the 3000 or 4000 level. For more information about the minor and for advising help please contact a member of the Sustainability Council. The members of the Sustainability Council include: Kathleen F. Bush, Brian W. Eisenhauer, Patrick May, Mary Ann McGarry, Maria A. Sanders, Amy M. Villamagna, Stephen W. Whitman.

#### The Sustainability Minor Curriculum:

Complete both of following courses: 6 credits

ISDI 2xxx Issues in Sustainability (SSDI) 3 credits (An introduction to sustainability issues and the Sustainability Minor Program)

IS 4xxx Sustainability Capstone (INCO) 3 credits (The capstone, culminating experience for students completing the Sustainability Minor (prerequisite: Completion of Issues in Sustainability course plus 9 credits of coursework in the Sustainability Minor)).

Environmental Systems – complete two of the following courses: 6-8 credits

BI 2070 Botany

BI 3240 Conservation (DICO) (GACO) (INCO)\*

BI 4050 Ecology (QRCO) (WRCO)\*

BI 4800 Current Environmental Issues\*

CH 3600 Environmental Chemistry (INCO)\*

EPL 3xxx Introduction to Permaculture

ESDI 2500 Environmental Science (SIDI)

ESDI 2610 Earth Systems Science: The Hazardous Earth (SIDI)

GEDI 1200 Environmental Geography (SIDI)

MTDI 1200 Weather and Climate (SIDI)

MT 2800 Climatology (GACO)\*

MT 4440 Climate Change (INCO)\*

Social and Economic Systems – complete two of the following courses: 6 credits

AR 3570 The Art of Sustainability (INCO)\*

BU 3220 Business and the Environment

EPL 3100 Environmental Planning\*

EPL 3xxx Sustainability in Residences

ESP 3270 Sustainable Structures

IS 3090 Food Issues (INCO)\*

PY 3310 Environmental Ethics (INCO) (WECO)

PY 3330 Business Ethics (DICO) (INCO)

PY 3610 Philosophy of Technology (INCO) (TECO)

SO 3xxx Sustainability in Practice (WECO)

\*course has prerequisites Four of the required six courses must be taken at the 3000/4000 level. No more than six credits may double count with a student's major.

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

<https://www.plymouth.edu/sustainability/sustainability-minor-program/>

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

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

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

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

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

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

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

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# Graduate Program

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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*.

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"---" 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):**

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

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

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

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

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

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

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

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

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**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):**

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

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

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

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

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

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# Immersive Experience

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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## Submission Note:

This course has run for years, but was recently formally approved as a permanent offering, so the "web presence" is still being developed. However the course has been featured in many of our publications, press releases, etc.

*"---" 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:

We have a class each year on permaculture implementation in a different part of the world in which students travel and participate in service learning in the culture being examined. The course is listed as part of the minor, and is newly approved.

Syllabus:

Field Study Course in Permaculture Design

March Fieldwork

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

EPL \_\_\_\_\_

3 credits

Class departs at the start of spring break and returns before semester classes resume.

Instructor:

Prof. Steve Whitman

Social Science Department, Environmental Planning

Office: EcoHouse

Telephone: 603-381-1798

Email:

[swwhitman@plymouth.edu](mailto:swwhitman@plymouth.edu)

Office Hours: Wednesdays 3:00 to 4:00 p.m. by appointment

Course Catalog Description:

This course will be focused on a field study trip to Maya Mountain Research Farm in Belize during the March Spring Break. Permaculture is an approach to designing human settlements and agricultural systems that are modeled on the relationships found in natural ecologies. Started in Australia in the 1970s Permaculture has become one of the most holistic, integrated system analysis and design tools in the world. This field study course serves as a component of the internationally recognized Permaculture Design Certificate (PDC). The course covers sustainable living systems and includes the application of Permaculture principles to food production, home design, construction, energy conservation and generation. Students will meet on campus twice prior to the March trip, and a design project will be completed by each student prior to the end of the semester. The instructor's signature is needed to register for this course, and a trip fee will be required to cover the cost of travel and accommodations in Belize.

Course Objectives

- To investigate global environmental trends, problems and solutions, including global climate change, and peak oil, by focusing on the use of ecological design to create solutions;
- To increase our awareness of individual and collective roles in, and impact on, local and global ecosystems;
- To deeply consider the form and function of sustainability through Permaculture Design;
- To reflect upon our shared responsibility towards establishing an ethical and practical foundation for a post petroleum world for all global citizens.

General Education:

This course is a Global Awareness Connection in the general education program. Educated people are aware that human beings are interdependent members of a world community, that there are both similarities and differences in the societies and cultures of the world, and that the manners in which people live their lives need not be exactly alike. Examining these differences offer essential means to consider and evaluate the sustainability of different means for meeting human needs and goals. This three-credit Global Awareness (G) course is designed to expose you to the important societal and sustainability issues facing the world, and to encourage you to develop the ability to appreciate and think about issues from different points of view. This Global Awareness focuses on the forces that have shaped peoples, cultures, nations, and environments across different regions of the world. Through active involvement in the course your understanding of each person's position, participation, obligations, and responsibilities within the world community will be enhanced and connected to efforts being undertaken to make a more sustainable future.

## Required Texts:

Mollison. Introduction to Permaculture

Merkel. Radical Simplicity: Small Footprints on a Finite Earth

And other readings, available via Moodle.

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

## Course Location

Tucked into the foothills of the Maya Mountains, two miles up river from the village of San Pedro Columbia in southern Belize, Maya Mountain Research Farm is a registered non-governmental organization and working demonstration farm that promotes sustainable agriculture, appropriate technology and food security using permaculture principles and applied biodiversity. Founded in 1988, Maya Mountain Research Farm is one of the oldest ongoing permaculture projects in Central America.

## Course Format

This course will meet twice prior to the March field study visit to Belize, and once after the trip. A full trip itinerary will be supplied to each student.

### Draft itinerary:

Day 1, Travel and accommodation at Monkey Bay

Day 2, Travel to Maya Mountain - Getting to know you, introduction to the place, orientation, meals, swimming. Evening session on agroecology

Day 3, Project, plant seed in nursery, dig swales, fence piggery/sheep dairy, harvest cacao, or some farm work.

Day 4, Field trip to the source of the river, Ignacio Ash farm, lunch at Ignacios farm, afternoon relaxing

Day 5, Work in vega garden, weeding, AM, in the afternoon, work on the terraces, roast cacao seeds, grind to make Maya style cacao

Day 6, Early morning walk to Uxbentun up hill at 4:30AM for cacao making, watch sun rise, lunch at Saul Garcias farm (amazing agroforestry system!) Inner tube and swim to Mr Sauls farm. Evening session on collapse dynamics

Day 7, Field visit to San Antonio to visit farm, lunch at Santa Elena/Santa Cruz/Rio Blanco National Park (where MMRF installed a photovoltaic system in two schools and at the Ranger station).

Day 8, visit to Lubantuun Maya site, home of the famous crystal skull. Visit to Earthship Belize, and possibly to butterfly farm, evening discussion on ancient Maya civilization.

Day 9, Wrap-up and off to Monkey Bay

Day 10 Head to Airport and home to USA.

## Course Requirements

Students will be responsible for completing this work before a grade can be assigned.

### Active Participation:

Each student will be expected to participate in all of the activities scheduled by the instructor. Each of these activities presents an opportunity for learning and will contribute to the students overall grade.

Course readings and discussion:

Familiarity with the course readings and participation in class discussions is required by all students. Each student is expected to have read the texts prior to arriving in Belize so they can fully participate in the course.

Permaculture Design Project:

Students will participate in group base mapping and Analysis/Assessment mapping. Each student will also participate in group and individual design efforts related to a site at Maya Mountain, and will be required to present their work on campus before the end of the semester.

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

[http://www.plymouth.edu/departments/social-science/details/?code=ENVP&type=J&department\\_code=SS](http://www.plymouth.edu/departments/social-science/details/?code=ENVP&type=J&department_code=SS)

# Sustainability Literacy Assessment

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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*"---" 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):**

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

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

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

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

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

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# Incentives for Developing Courses

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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:

Always trying to do more!

*"---" 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?:

Yes

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

A series of workshops modeled on the Ponderosa Project are offered to interested faculty to facilitate the integration of sustainability across the curriculum. In addition workshops in integrating sustainability into existing classes have been offered each year for 5 years at our "faculty week" that opens the academic year.

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

Training is offered, and support for teaching about sustainability is available through the Office of Environmental Sustainability to those who implement changes in their classes.

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

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# Campus as a Living Laboratory

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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

**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:**

Classes have analyzed data for thermostat systems at our EcoHouse and using the results to guide our implementation of a larger system in the student apartments on campus. Students continue to work on many energy issues on campus, including proposals for recirculation units.

**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:**

We have a sustainable structures course that teaches about natural building and sustainability in construction by building/modifying structures on campus. This year's project is completing the design and construction of a new porch on our EcoHouse student residence.

**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:**

An herb garden has been started on campus in the dining hall, and multiple classes have been / are working on establishing a greenhouse and permaculture garden on campus. We have a permaculture garden in multiple locations on campus. Our food service employs a sustainability intern and we partner on many efforts, for example, twice a semester we weigh food waste from the dining halls to create awareness of the issue.

**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 analyze residence hall energy consumption in environmental classes, the data was presented to our energy manager to help guide decision making. Many classes prep student proposals for projects, for example, for installing LED lighting.

**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:**

We have permaculture installations in multiple locations on campus, all are student designed and installed. In addition we have integrated Environmental Planning majors into a current capital project (new field house) to work on storm water management design on site.

**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:**

We have Energy Star and other purchasing policies, and this past year a class estimated the economic impact of those rules.

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

-

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

Environmental Science and Policy senior seminars have analyzed our waste stream and make recycling recommendations that were enacted, other classes use this data every year and the results are taken seriously.

**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:**

Several of our majors emphasize hydrology, and use campus to learn skills such as the tracking of nutrient loads. This data has been used to evaluate the effectiveness of our stormwater BMPs. Several classes have worked on and recommended water conservation measures for our campus. Water use has been declining steadily for 4 years.

**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:**

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**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:**

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**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:**

We have an active Human Health and Performance program that integrates sustainability in its work, including into a few caps events each year, such as a fundraising running race. Students are engaged in the planning and analyses of the impacts of the events.

**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:**

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**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:**

We regularly involve community groups and partners in our sustainability efforts, which exposes students to new fields, improves our results, and supports our surrounding community.

**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:**

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

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# 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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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### **Submission Note:**

There may be more faculty active in this area, but erring on the side of caution was the thinking for entering this data.

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

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

2

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

100

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

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

20

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

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

Dr. Brian W. Eisenhauer (Social Science)

Dr. Brad Allen (Business)

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

Interpersonal connections and monitoring of research production was conducted to identify active faculty.

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

several publications and presentations, many student projects.

**The website URL where information about sustainability research is available:**

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# Support for Research

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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:

we have been trying to grow these resources, especially the ones for students, for years but have not had the progress we would like...

"---" 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?:**

No

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

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

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



No

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

---

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

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**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:**

Plymouth State University highly values interdisciplinary work and is continuing to acknowledge its value in tenure and other review processes for faculty. Several new academic units fostering interdisciplinary work have been formed in the last 10 years.

**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?:**

No

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

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

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## Access to Research

### Criteria

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

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

---

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

# 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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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*.

---

### Submission Note:

We are very active in outreach and education to our campus community.

"---" 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:**

6,049

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

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

6,049

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

Students in the Office of Environmental Sustainability Outreach and Education Program are student employees in the Office of Environmental Sustainability that are active across campus in encouraging more sustainable behavior and educating their peers about energy use and other important topics. All student employees are assigned to be a liaison and outreach coordinator to a specific residence hall on campus to ensure students have access to peers to ask about sustainability issues and/or concerns. These employees conduct a great deal of education and outreach, including work on campus energy reduction competitions and for Recyclemania. The students and OES staff organize a wide variety of events to achieve their goals, and peer to peer education happens informally and in workshop settings.

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

Students submit applications, which are reviewed by OES staff and employees are hired for the academic year. Most continue in the position until they graduate.

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

OES staff work with the fellows to design campaigns, and educate them about appropriate techniques to carry them out. In the past year a for credit class will be added to the curriculum to reach more students and to enhance the applicability of educational outcomes from the course.

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

Funding comes solely from the Office of Environmental Sustainability and directly from the President's Office.

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

EcoHouse

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

6,049

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

EcoHouse is a living-learning laboratory for sustainable ways of living that houses 9 student residents. The building has been remodeled through a series of classes, and an "EcoHouse Advisor" is supervised by the Office of Environmental Sustainability and organizes resident activities and workshops offered to all students. For example, in the past three years students have organized workshops on how to make winter window inserts to increase thermal efficiency, on permaculture, and on many other topics as well.

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

Applications are reviewed by the Office of Environmental Sustainability (OES).

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

One-on-one with supervisor, also receive a guidebook from past Ecohouse advisors that is constantly updated.

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

OES and Residence Life collaborate to fund the program.

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

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

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**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):**

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

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

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**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:**

3,000

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

<http://www.plymouth.edu/sustainability/>

# Student Orientation

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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:**

70

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

The Office of Environmental Sustainability has had a "Green Room" in orientation programs where a residence hall room is "stocked" with green goods. Information is provided about the environmental benefits of these choices, and local stores carrying the example goods are identified.

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

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

---

### Submission Note:

We are very, very active with students and seek to engage them throughout our efforts.

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

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	No
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No

**Other co-curricular sustainability programs and initiatives**

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

Common Ground, the PSU student environmental and social justice organization is very active on sustainability issues.

**The website URL where information about student groups is available:**

<https://www.plymouth.edu/webapp/orgsync/profile?ajax=1&orgid=31747>

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

A very small organic garden exists at EcoHouse, and gives interested students the opportunity to engage in organic food production and gardening.

The garden is small, so the opportunities for students are limited.

Permaculture design courses are regularly offered, and several spaces on campus are designed and maintained by student employees and volunteers.

There is a strong desire for more student garden space on campus that we hope to accommodate in the near future. I am not sure if there is a size requirement for this credit and don't want to claim too much, but with the coursework and other opportunities available we are making a concerted effort to meet student needs in this area.

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

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

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

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**A brief description of the sustainable investment or finance initiatives:**

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

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

We have an annual showcase of student work that emphasizes sustainability research in its offerings annually. We also have an environmental speaker series in which sustainability is a part of almost every presentation.

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

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

Sustainability in Art presents a public show of their work annually.

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

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

The PSU Outdoor Center is an experiential education-based program that serves as a catalyst for personal and professional growth. In addition to offering an equipment use program with skis, snowshoes, paddling, and camping gear, the Outdoor Center sponsors trips, clinics, and trainings run under a cooperative adventure model using human powered outdoor activities to connect students with their surrounding outdoor environment. Students experience empowerment, goal achievement, and group support by moving beyond their own expectations. Based on a challenge-by-choice philosophy, all activities are voluntary, empowering each person to perform to her or his potential, securely and without pressure. The Outdoor Center is located in the White Mountain Apartment Complex (#31).

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

<http://www.plymouth.edu/recreation/outdoor-center/>

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

---

**The website URL where information about the theme is available:**

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

The Office of Environmental Sustainability develops and hosts multiple workshops for students each year, for example permaculture workshops are offered every year through peer education opportunities, and we also do project based workshops, such as making window inserts to increase a homes insulation values.

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

---

**A brief description of sustainability-focused student employment opportunities:**

The Office of Environmental Sustainability hires 10+ students annually for our work.

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

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

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

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

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

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# Outreach Materials and Publications

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

---

### Submission Note:

Always trying to get the word out!

"---" 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

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

**A brief description of the central sustainability website:**

The Office of Environmental Sustainability maintains a website and a facebook page. The website includes current events, campus-based sustainability guides and resources, a campus sustainability map, the University Carbon Action Plan, and other information.

**The website URL for the central sustainability website:**

<http://www.plymouth.edu/sustainability/>

**A brief description of the sustainability newsletter:**

We are creating an annual report.

**The website URL for the sustainability newsletter:**

---

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

We have an Office of Environmental Sustainability Facebook page we use all the time.

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

<https://www.facebook.com/SustainablePSU>

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

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

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

LEED certified and other environmentally friendly buildings have displays highlighting their environmental features, including our new geothermal powered ice arena. In addition energy use statistics for all buildings are posted on building doors on a monthly basis to provide building users with current data.

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

---

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

PSU contracts food service with Sodhexo, and they have a student worker focused on sustainability issues employed on campus as well as other staff. We have partnered with them on many efforts, including removing trays from dining halls to reduce water and energy use and to reduce food waste.

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



**systems:**

<http://www.plymouth.edu/dining/about/sustainability/>

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

We have permaculture installations at EcoHouse signed with descriptions of permaculture.

**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 tour is delivered by OES staff and is available upon request. The availability is regularly publicized. Finally, an interactive campus sustainability map is on the OES website.

**The website URL of the sustainability walking map or tour:**

<http://www.plymouth.edu/sustainability/sustainability-map/>

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

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

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

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

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

We have a guide for sustainable living on campus, and also just created a new sustainability audit program for students in which they can volunteer to have their room assessed by peers - students working as sustainability fellows - who then provide them with recommendations for improvements.

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

<http://www.plymouth.edu/sustainability/green-guide/>

**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:**

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**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):**

We have a "green guide" for staff, faculty, and students as a campus-wide guide to working more sustainably at PSU.

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

<http://www.plymouth.edu/sustainability/green-guide/>

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

Yes

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

We administer a Green Office program in which we evaluate the sustainability of office practices and make recommendations for improvement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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
- 

### Submission Note:

We have many other campaigns as well.

"---" 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):**

Do it in the Dark

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

Do it in the Dark is an energy use reduction competition in which residence halls compete in the fall semester (Oct-Dec) to see which hall has the largest percentage reduction in electricity consumption from established baselines. The winning hall receives 1/2 price laundry for the month of February.

We have other campaigns as well, such as reducing the use of bottled water among students.

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

In fall of 2014 students saved over \$7,500 worth of electricity. The data is closely tracked by Physical Plant staff and staff from the Office of Environmental Sustainability.

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

[http://www.plymouth.edu/sustainability/540/belknap-hall-wins-psu's-annual-"do-it-in-the-dark"-energy-savings-competition/](http://www.plymouth.edu/sustainability/540/belknap-hall-wins-psu's-annual-)

**The name of the campaign (2nd campaign):**

Green Office Program

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

OES facilitates a sustainability self-assessment for depts., and then makes recommendations for more sustainable practices. About a dozen departments have participated and made changes in the past year.

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

---

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

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

Recyclemania, Take Back the Tap (campaign for re-usable water bottles), and many more!

# Employee Educators Program

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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*.

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

# Employee Orientation

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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).

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### Submission Note:

Sustainability is a core value for Plymouth State University, which is made clear to new employees along with means to act sustainably at work.

*"---" 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:**

Sustainability is an important practice at PSU, and that is expressed in employee orientations through concrete examples of recycling and other desired behaviors.

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

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# Staff Professional Development

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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?:**

Yes

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

There are numerous sustainability programs offered to all employees, such as our Green Office program which encourages and facilitates individual and group level change. In addition there are professional trainings for faculty, adjuncts, and technical training in relevant areas for physical plant staff is strongly supported.

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

5

**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.

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

# Community Partnerships

**Responsible Party**

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

**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
<p><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> 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)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul>

**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*.

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**Submission Note:**

An area of strength at the University.

"---" 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:**

PSU has long standing, mutually beneficial relationships with many community partners including D Acres of NH, Plymouth Area Renewable Energy Initiative, Better Buildings NH, Regional Planning Commissions, and many, many more. Our university motto is "Ut Prosim" - To Serve - and many efforts are underway to advance the growth of renewable energy and other environmentally appropriate technologies and behaviors.

**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):**

Our new economic development center is a partnership with the county and other entities that has a focus on green businesses. Almost all firms working with the center are green enterprises, as is intended.

**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:**

Many partnerships with institutions in other nations, including a program that ships unwanted furniture from PSU to Houdegbe North American University in Benin (West Africa).

**The website URL where information about sustainability partnerships is available:**

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# Inter-Campus Collaboration

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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*"---" 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:**

Information on our EcoHouse project, our campus sustainability guide, electricity reduction competitions, and other endeavors have been shared with other institutions and in webinars sponsored by third parties.

In addition we recently partnered on an NSF grant with a regional community college to help enhance their sustainability education programs.

### **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:**

AASHE

ACUPCC

NH EPSCoR

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

frequent interpersonal contacts and sharing of resources.

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

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# Continuing Education

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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?:**

Yes

## **Number of continuing education courses offered that address sustainability:**

2

## **Total number of continuing education courses offered:**

100

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

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

Permaculture travel courses each spring semester

**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:**

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**Year the certificate program was created:**

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

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# Community Service

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

---

## Submission Note:

This is a major initiative of the University, new programs have been created to support it which are available through the link below. However the number of engaged students reported is an estimate as they do not have accurate data.

<https://www.plymouth.edu/office/research-engagement/engage/>

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

## Number of students engaged in community service:

250

## Total number of students :

6,049

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

No

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

---

**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:**

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

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

this is a major initiative of the University, new programs have been created to support it which are available through the link below. However the number of engaged students reported is an estimate as they do not have accurate data.

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

<https://www.plymouth.edu/office/research-engagement/engage/>

# Community Stakeholder Engagement

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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*.

---

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

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

Yes

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

Community members sit on our boards, are part of our master planning process, and are involved in many areas of University governance, as we are set in a small rural community and good relationships with the town are essential for our well-being.

We have been classified as a "community engaged university" by the Carnegie Foundation:

<https://www.plymouth.edu/news/psu-named-to-carnegie-foundations-community-engagement-classifica>

tion/

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

The university reaches out to selectmen, planning board members, the town planner, and others involved in local governance.

**List of identified community stakeholders:**

Town government entities

Local sustainability non-profits

Surrounding town government representatives

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

Town approved master plan for Plymouth State University

Solar hot water established on EcoHouse through partnership with non-profit

Local communities involved in planning of new campus recreation facility

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

<https://www.plymouth.edu/news/psu-named-to-carnegie-foundations-community-engagement-classification/>

# Participation in Public Policy

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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:**

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

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

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

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## Trademark Licensing

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**Responsible Party**

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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**Criteria**

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

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



# Hospital Network

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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 (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUJ-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.

---

## Submission Note:

Thanks

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

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

Yes

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

Clean Air Cool Planet Carbon calculator used to record campus wide data collection.

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

Yes

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

Verified as part of our Sustainability Master Plan process.

**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	9,256.30 <i>Metric Tons of CO2 Equivalent</i>	16,532 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	288 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	7,014.80 <i>Metric Tons of CO2 Equivalent</i>	821 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	450 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

---

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

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**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:**

Purchased as part of electricity from HESS, third party certified.

**Figures needed to determine “Weighted Campus Users”::**

	Performance Year	Baseline Year
Number of residential students	1,764	2,000
Number of residential employees	15	10
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,438	4,500
Full-time equivalent of employees	783	575
Full-time equivalent of distance education students	100	100

**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, 2003	June 30, 2004

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

2007 as part of the ACUPCC signing.

**Gross floor area of building space, performance year:**

1,532,643 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	Floor Area

<b>Laboratory space</b>	<i>2,000 Square Feet</i>
<b>Healthcare space</b>	<i>0 Square Feet</i>
<b>Other energy intensive space</b>	<i>73,366 Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	---
<b>Commuting</b>	<i>3,861.20 Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	<i>16.40 Metric Tons of CO2 Equivalent</i>
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	<i>228 Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	<i>0 Metric Tons of CO2 Equivalent</i>

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

faculty and staff commuting, purchasing of paper, etc.

**A copy of the most recent GHG emissions inventory:**

[calculator\\_v7.0 third try 2-24.xlsm](#)

**The website URL where the GHG emissions inventory is posted:**

<http://www.plymouth.edu/sustainability/>

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

we moved to CNG from diesel fuel, and are planning a transition to biomass. Our new Field house has biomass heating to avoid additional CO2 emissions. Finally, we are installing our first large solar PV array (~100 kW) this summer. We have long term planning as part of our "Sustainability Master Plan"





# Outdoor Air Quality

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

No

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

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**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:**

Conducted as part of our co-generation plant operations, updated annually.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	<i>73.70 Tons</i>
<b>Sulfur oxides (SOx)</b>	<i>50 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>1 Tons</i>
<b>Particulate matter (PM)</b>	<i>1 Tons</i>
<b>Ozone (O3)</b>	<i>0 Tons</i>
<b>Lead (Pb)</b>	<i>0 Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	<i>0 Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	<i>0 Tons</i>
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	<i>0 Tons</i>

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

We have updated our pollution controls and have eliminated diesel fuel as the primary source of campus heat. Those results will show up in the carbon calculator next year.

**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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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### Submission Note:

We adhere to LEED silver standards at a minimum for all new construction and retrofits since 2008, but cannot always pay extra for the certification. We are committed to this as outlined in our CAP plan passed in 2008.

*"---" 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
--	-----------

<b>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</b>	No
<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

We build and renovate to LEED Silver standards as a minimum, but only Langdon Wood Residence Hall has been officially certified.

Other buildings include:

Museum of the White Mountains

Hanaway Ice Arena and Welcome Center

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

1,515,102 *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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	114,000 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	0 <i>Square Feet</i>

**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:**

120,852 *Square Feet*

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

[final CAP plan 2010.pdf](#)

**The date the guidelines or policies were formally adopted:**

Jan. 1, 2008

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

Hanaway Ice Arena  
EcoHouse  
Museum of the White Mountains

\*\*\*all projects since 2008\*\*\*

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

a thorough review of projects is conducted in consultation with the Director of the Office of Environmental Sustainability to ensure standards are followed.

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

<http://www.plymouth.edu/sustainability/climate-action-plan/>

# Building Design and Construction

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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



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

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

LEED Gold - Langdon Woods Residence Hall

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

1,586,705 *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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	<i>0 Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	<i>0 Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	<i>0 Square Feet</i>

**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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

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

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

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

71,603 *Square Feet*

**A copy of the guidelines or policies :**

[final CAP plan 2010.pdf](#)

**The date the guidelines or policies were adopted:**

Jan. 1, 2008

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

Hanaway Ice Arena  
Museum of the White Mountains

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

Part of contractors work, assessments done on all renovations and new construction.

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

<http://www.plymouth.edu/sustainability/climate-action-plan/>

# Indoor Air Quality

## 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.

---

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

## 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.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## Criteria

### *Part 1*

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### *Part 2*

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

---

## Submission Note:

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

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

20

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

---

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

<http://www.plymouth.edu/dining/about/sustainability/#local-foods-and-vendors>

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

No

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

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**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:**

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

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

As much locally sourced food is used as possible in operations.

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

Sodhexo, our food service contractor, employs a sustainability staff person whom inventories and tracks purchases.

**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	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	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:**

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

<http://www.plymouth.edu/dining/about/sustainability/>

# Low Impact Dining

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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:**

20

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

A sustainability student employee works for Sodhexo and conducts an inventory each semester.

**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”):**

Options are available at all meals and a nutritionist is available to assist students.

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

---

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

<http://www.plymouth.edu/dining/nutrition/vegan/>

**Annual dining services expenditures on food:**

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**Annual dining services expenditures on conventionally produced animal products:**

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**Annual dining services expenditures on sustainably produced animal products:**

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# 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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	264,330.60 <i>MMBtu</i>	283,302.50 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	88,762.20 <i>MMBtu</i>	1,500 <i>MMBtu</i>
<b>District steam/hot water</b>	120,232 <i>MMBtu</i>	125,000 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

<b>Gross floor area</b>	1,532,643 <i>Gross Square Feet</i>	1,307,592 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	2,000 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	2,426
<b>Cooling degree days</b>	2,862

**Source-site ratios::**

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

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2003	June 30, 2004

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

adopted as part of our CAP in 2007, adopted as typical heating year.

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

We use extensive energy monitoring and analyses systems to understand energy use and increase our efficiency, including complex timers controlling temperatures in almost all campus buildings and also web-based system for remote control of building operations. Johnston Controls are used in this system.

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

LED lights are being used in 15-20% of campus landscaping locations as a pilot program in FY12. LED lights are also being pilot tested for use in parking lots in several campus locations.

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

A combination of motion sensors and heat sensors are used to reduce lighting energy needs.

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

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

We use a geothermal system in our ice arena for ice production and heating.

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

We have a co-gen plant that produces electricity and heat for campus.

**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:**

Johnston Controls system allows for extensive monitoring and evaluation as well as remote control of systems.

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

Adopted an energy star purchase policy.

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

Expanding permaculture installations, use organic fertilizers and our own compost.

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

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

Many efforts at awareness, occupancy feedback, and competitions between buildings for conservation.

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

<https://www.plymouth.edu/office/physical-plant/departments/itpm-operations/>



## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental 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
<b>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</b>	0 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<b>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</b>	0 MMBtu
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 MMBtu

**Total energy consumption, performance year:**

268,801 MMBtu

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

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

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

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

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

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# 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.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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**Responsible Party**

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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**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: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• 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</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• 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</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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

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

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

	<b>Area</b>
<b>Total campus area</b>	<i>177.38 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>10 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>5 Acres</i>

**Area of managed grounds that is::**

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

**A copy of the IPM plan:**

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**The IPM plan :**

---

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

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

Permaculture is a growing passion on campus, and for the last 10 years a strong preference to the use of native plants has been a guiding principle of landscape design on campus.

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

Since the 1980s the campus has maintained an on-site composting program for grounds.

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

We use only organic fertilizers.

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

We use only organic fertilizers.

**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):**

A brewery waste product pre-treatment has been adopted for snow and ice removal to reduce the use of salt.

**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:**

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**Responsible Party**

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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**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.

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*"---" 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:**

Own land along the Baker River floodplain, part of town designated environmentally sensitive zone.

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

Yes

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

Yes

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

Classes and staff collaborated to conduct species inventories on the land in the floodplain owned by PSU. Last done in 2012.

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

Riparian habitat of high value, no endangered or threatened species.

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

Plans are underway to develop a trail and add interpretive signage to educate about the land, which will not be built upon.

**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.

<b>Credit</b>
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

# Electronics Purchasing

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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 :**

Must be energy star equipment, and e-waste disposal in handled by PSU.

Policy for purchases for year in question:

[https://www.plymouth.edu/webapp/helpdesk/wiki/Buying\\_Guidelines](https://www.plymouth.edu/webapp/helpdesk/wiki/Buying_Guidelines)

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

Audits are conducted when purchases are approved.

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

No

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

---

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

[https://www.plymouth.edu/webapp/helpdesk/wiki/Buying\\_Guidelines](https://www.plymouth.edu/webapp/helpdesk/wiki/Buying_Guidelines)

# Cleaning Products Purchasing

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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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### **Submission Note:**

We are committed to using only green cleaning products at Plymouth State University as highlighted in the sources identified.

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

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

Yes

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

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

<https://www.plymouth.edu/office/physical-plant/files/2012/11/Nov2012.pdf>

<https://www.plymouth.edu/office/physical-plant/files/2013/05/April2013.pdf>

<https://www.plymouth.edu/sustainability/climate-action-plan/appendix-ii/>

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

Green cleaning products are the only ones approved for purchasing for regular cleaning activities overseen by Physical Plant staff.

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

No

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

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**Total expenditures on cleaning and janitorial products:**

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

Yes

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

Use of environmentally friendly products as described above.

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

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

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

<https://www.plymouth.edu/office/physical-plant/files/2012/11/Nov2012.pdf>



# Office Paper Purchasing

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## Criteria

### Part 1

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

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

### Part 2

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

---

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

**Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:**

Yes

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

---

**The paper purchasing policy, directive or guidelines:**

100% recycled products, adopted in 2010

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

This policy was adopted as part of our Climate Action Plan, and the data on use was verified in the collection of data for our latest carbon footprint calculations.

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

No

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

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

**Total expenditures on office paper :**

13,000 *US/Canadian \$*

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

<https://www.plymouth.edu/sustainability/climate-action-plan/>

# Inclusive and Local Purchasing

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

---

## Criteria

### Part 1

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

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

### Part 2

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

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

---

## Submission Note:

The percentage of total purchases is an estimate, but the policy exists and is followed.

The link will not fit in the space above, it is:

[https://www.google.com/url?q=http://www.plymouth.edu/office/purchasing/files/2011/04/Purchasing-  
-Receiving-and-Payment-Policies-and-Procedures-2008.doc&sa=U&ei=JE\\_uVK7NG42WyATZzoLgCw&  
amp;ved=0CAUQFjAA&client=internal-uds-cse&usg=AFQjCNGBWnRIcpycFSB8f36HwfopHwliDw](https://www.google.com/url?q=http://www.plymouth.edu/office/purchasing/files/2011/04/Purchasing-Receiving-and-Payment-Policies-and-Procedures-2008.doc&sa=U&ei=JE_uVK7NG42WyATZzoLgCw&amp;ved=0CAUQFjAA&client=internal-uds-cse&usg=AFQjCNGBWnRIcpycFSB8f36HwfopHwliDw)

"---" 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:**

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

Top of page 4 of attached file:

Bid Process

- Open to all qualified suppliers \*\*\* (Preference to local and NH bidders if adequate pool)\*\*\*
- Award will result in formal purchase order (and perhaps contract)
- To start bidding process contact Purchasing Manager or Purchasing Agent.

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

Yes

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

15

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

[https://www.google.com/url?q=http://www.plymouth.edu/office/purchasing/files/2011/04/Purchasing-  
-Receiving-and-Payment-Policies-and-Procedures-2008.doc](https://www.google.com/url?q=http://www.plymouth.edu/office/purchasing/files/2011/04/Purchasing-Receiving-and-Payment-Policies-and-Procedures-2008.doc)

# Life Cycle Cost Analysis

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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

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

No

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

No

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

---

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

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# Guidelines for Business Partners

## 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.

---

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

# Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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**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.

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

**Total number of vehicles in the institution's fleet :**

75

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

	Number of Vehicles



<b>Gasoline-electric, non-plug-in hybrid</b>	12
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	0
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	10
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

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

Hybrid vehicles and the use of biofuel are preferred where possible.

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

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# Student Commute Modal Split

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

---

## 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:

70

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	30
Walk, bicycle, or use other non-motorized means	50
Vanpool or carpool	7
Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	1

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

Survey of students.

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

[Campus Sustainability Data Collector | AASHE](#)

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# Employee Commute Modal Split

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## Criteria

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

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

---

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

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

10

## 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)	80
Walk, bicycle, or use other non-motorized means	15
Vanpool or carpool	4
Take a campus shuttle or public transportation	0.50
Use a motorcycle, scooter or moped	0.50
Telecommute for 50 percent or more of their regular work hours	0

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

staff and faculty survey about commuting

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

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# Support for Sustainable Transportation

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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

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**Submission Note:**

Great questions in this section, wish we could do more!

"---" 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:**

These facilities are present in several buildings, including Langdon Woods residence hall, the Hanaway Ice Arena, Russell House, and others.

**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:**

as described at all buildings

**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:**

A student created program has a few publicly available bicycles on campus.

**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):**

A free campus shuttle is provided for campus and some additional travel for students (store, etc).

**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:**

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

No

**A brief description of the carpool/vanpool program:**

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**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:**

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**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:**

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

Yes

**A brief description of the telecommuting program:**

Policy available at:

<https://www.plymouth.edu/office/human-resources/files/2014/06/Final-SupervisorFWOToolKit.pdf>

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

Yes

**A brief description of the condensed work week program:**

Policy available at:

<https://www.plymouth.edu/office/human-resources/files/2014/06/Final-SupervisorFWOToolKit.pdf>

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

No

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

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**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:**

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

<https://www.plymouth.edu/office/human-resources/files/2014/06/Final-SupervisorFWOToolKit.pdf>

# 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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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*.

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

## Waste generated::

	Performance Year	Baseline Year
Materials recycled	125.88 Tons	75.73 Tons
Materials composted	1 Tons	1 Tons
Materials reused, donated or re-sold	1 Tons	1 Tons
Materials disposed in a solid waste landfill or incinerator	442.99 Tons	534.81 Tons

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of residential students	1,765	1,900
Number of residential employees	15	12
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,438	5,000
Full-time equivalent of employees	783	735
Full-time equivalent of distance education students	100	100

**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 waste generation baseline was adopted:**

Earliest option for reliable, comparable data.

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

We issue annual reports on our recycling and waste totals.

**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:**

There is an active "surplus" program on campus to encourage the reuse of materials and equipment, especially IT equipment such as computers.

We also ship furniture we can no longer use to a University in Cotonou, Benin (West Africa) for several years.

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

Printing of the course catalog and most other publications of this nature ceased in FY11.

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

Students and staff have free print quotas, any printing exceeding that amount is charged a fee. In addition almost all campus multi-function devices are default double sided printing.

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

A move out program to make recycling bins more accessible and offer students assistance has existed for many years.

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

Maximize recycling through outreach and education.

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

We "weigh the waste" in the dining hall for an entire day each semester, totaling the amount of food waste, tracking it over the years, and publicizing the data and the event to raise awareness and educate.

**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:**

Food not served is delivered to a local non-profit permaculture education center, where it is used to feed pigs.

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

Trays were removed from all dining halls in 2009, reducing water use, detergent use, and food waste dramatically.

**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):**

Compostable containers are used in food service as of 2011.

**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):**

FRe-usable flatware is used as a matter of policy unless it is impossible due to logistics, and this is true for on campus meetings as well as food service.

**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:**

Discounts given at point of purchase when re-usable mugs are used.

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

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

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# Waste Diversion

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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*.

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### Submission Note:

We have had active and successful programs at residence hall move-outs to collect materials donated to local non-profits for years.

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

### Materials diverted from the solid waste landfill or incinerator:

125.89 Tons

### Materials disposed in a solid waste landfill or incinerator :

442.99 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:

We have increased recycling bins on campus significantly and have engaged in education and outreach, including participating in Recyclemania. Physical Plant staff value this work and are continually improving.

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

Food is donated to local pantries whenever possible, and a large proportion of food that is not served is donated to a local environmental education non-profit, who use it to feed their pigs.

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



Pre-consumer food waste is given to a local non-profit organization educating visitors on sustainability and permaculture, D Acres of New Hampshire, who use the food to feed their pigs.

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

---

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

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

<b>Pallets</b>	---
<b>Motor oil</b>	---
<b>Tires</b>	---

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

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# Construction and Demolition Waste Diversion

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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:

19.08 *Tons*

## Construction and demolition materials landfilled or incinerated :

74.90 *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:

Re-use of materials and recycling are standard C&D practice for physical plant and our contractors are held to institutional standards.

# Hazardous Waste Management

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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*"---" 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:**

Weekly inspections of accumulation areas are conducted by faculty and staff. The reports are reviewed by the EHS office. Any discrepancies are addressed and follow-up is conducted if necessary. Students, faculty and staff are trained on the requirements for the handling, labeling and storage of hazardous waste.

The main campus hazardous waste storage building has been redesigned to ensure complete compliance with all required state and federal regulations.

The EHS Coordinator obtained certification as a NH Hazardous Waste Coordinator. In order to maintain the certification, annual training conducted by the state will be required. In addition to the certification, the Coordinator also received training regarding EPA, OSHA and DOT regulations. Hazardous Materials Inventory and Reporting PSU has begun to utilize the Chemical Environmental Management System (CEMS) computer program developed by the University of New Hampshire. The program and the related training, hardware and software were made available to PSU through a US Department of Justice grant administered by Keene State College. Keene State representatives have assisted PSU in the inventory preparation and data entry, and have provided training to faculty, staff, and local emergency response personnel from the University, and from the Towns of Plymouth and Holderness.

The CEMS program will allow for computer access to Material Safety Data Sheets for faculty and staff. It will also assist in the reduction of hazardous materials on site with the surplus chemical list that is part of the program.

The EHS office is grateful for the tremendous support and involvement from the faculty and staff of the Science, Art, and Performing Art departments and the staff of the Physical Plant. This program will be most effective with their continued involvement. The University Environmental Committee was also briefed on the CEMS program and they have pledged their support as well.

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

A comprehensive system is described at the link below.

**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:**

---

**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):**

handled by IT, the program uses third party verified disposal services for university equipment.

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

review of corporation we work with.

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

<http://jupiter.plymouth.edu/~wwf/chemanag.htm>

# 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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

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

## Level of water risk for the institution's main campus:

Low

## Total water use::

	Performance Year	Baseline Year
Total water use	28,969,095 Gallons	36,202,201 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	28,969,095 Gallons	36,202,201 Gallons

## Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
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<b>Number of residential students</b>	1,765	2,000
<b>Number of residential employees</b>	15	12
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	4,438	5,000
<b>Full-time equivalent of employees</b>	783	745
<b>Full-time equivalent of distance education students</b>	100	100

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	1,532,643 <i>Square Feet</i>	1,323,900 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	177.38 <i>Acres</i>	177.38 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2003	June 30, 2004

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

adopted to monitor water costs

**Water recycled/reused on campus, performance year:**

250 *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 rain barrel system is installed for student use and as a teaching tool at EcoHouse, it is used to water the permaculture installation on that site.

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

increasing metering on campus

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

low flow toilets and shower fixtures have been installed in every residence on campus

**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):**

Native plants including drought tolerant ones are used extensively on campus.

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

Water "lawns" (not traditional monoculture) only as needed if natural precipitation is insufficient

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

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

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

---

### **Submission Note:**

An important effort at the University that we integrate into classes, and we apply the work students produce.

*"---" 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:**

Stormwater management and systems including cyclonic filtration and settling tanks are used to manage storm water. All new construction projects use these measures, and study of their effectiveness was conducted using chemical analyses of runoff.

**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:**

Use storm water BMPs in all new construction.

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

Rain barrels at EcoHouse are used to water our permaculture installation.

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

250 Gallons

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

We have settling basins and other BMPs in place at all facilities constructed since 2009.

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

A student project on the "ecoshed" - a student built structure on campus built in the "Sustainable Structures" class using local materials.

**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:**

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**A brief description of any rain gardens on campus:**

Two exist at EcoHouse that were designed and built by students to serve as educational models for students and community members.

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

Basins have been established under our most recently completed capital project, the construction of an ice arena / welcome center.

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

part of an integrated stormwater management design.

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

The "Sustainability in Art" class has designed and installed storm water treatment for the past two years at storm drains.

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

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# Wastewater Management

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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:

28,969,095 Gallons

## Wastewater naturally handled:

0 Gallons

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

none

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

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# 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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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:**

Aside from completing this lengthy report :) we are involved in / responsible for just about everything reported - doing the carbon calculations, energy purchasing, participating in master planning, serving as project manager for a 100kW photovoltaic project, coordinating all on-campus efforts, designing and delivering outreach to students, staff, and faculty, doing the PR, etc., etc., etc., too much to list (hence this report).

### **Does the institution have at least one sustainability committee?:**

Yes

### **The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:**

The University Environmental Committee is a group of students, staff, and faculty that meets monthly to work on sustainability initiatives. The Sustainability Council oversees our newly created Sustainability Minor. Our energy committee deals with energy purchasing and related capital projects

Plymouth State University's efforts on sustainability are anchored in a commitment to educate students about a sustainable lifestyle, to study and care for the environment, and to promote sustainability to the campus community and the world beyond. Sustainability efforts are evident throughout campus; in a program that integrates sustainability across the curriculum, in residential life, and in dining services. For over 25 years, Common Ground, a student environmental and social justice organization, has been focusing on environmental issues through events and service projects. The University's commitment to the environment also encompasses a new courses and majors aimed at preparing graduates for careers in environmental science, stewardship, and policy; a long-standing campus-wide recycling program; and EcoHouse, a "living-learning laboratory" that shows students how even small-scale environmental design features can have important environmental implications.

The University has taken a leadership role among the nation's most environmentally friendly institutions of higher education by signing the American College and University Presidents Climate Commitment. PSU's commitment to "green building" was realized by the 2006 opening of the Langdon Woods Residential Complex, the first building in New Hampshire—and one of the first and largest university residence halls in the country—to receive the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Gold certification. The Office of Environmental Sustainability works in partnership with the President's Commission on Environmental Sustainability and the University Environment Committee to advance the University's goals on sustainability.

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

Brian Eisenhauer, office of sustainability

Kathleen Bush - Faculty

Patrick May - faculty

Maria Sanders - faculty

Amy Villamagna - faculty

Don Perrin - staff

Ellen Shippee - staff

Steve Taksar - staff

and others...

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

<https://www.plymouth.edu/sustainability/about/#more-1>

**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:**

Plymouth State University's efforts on sustainability are anchored in a commitment to educate students about a sustainable lifestyle, to study and care for the environment, and to promote sustainability to the campus community and the world beyond.

Sustainability efforts are evident throughout campus; in a program that integrates sustainability across the curriculum, in residential life, and in dining services. For over 25 years, Common Ground, a student environmental and social justice organization, has been focusing on environmental issues through events and service projects. The University's commitment to the environment also encompasses a new courses and majors aimed at preparing graduates for careers in environmental science, stewardship, and policy; a long-standing campus-wide recycling program; and EcoHouse, a new learning laboratory that shows students how even small-scale environmental



design features can have important environmental implications.

The University has taken a leadership role among the nation's most environmentally friendly institutions of higher education by signing the American College and University Presidents Climate Commitment. PSU's commitment to "green building" was realized by the 2006 opening of the Langdon Woods Residential Complex, the first building in New Hampshire—and one of the first and largest university residence halls in the country—to receive the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Gold certification. The Office of Environmental Sustainability works in partnership with the President's Commission on Environmental Sustainability and the University Environment Committee to advance the University's goals on sustainability.

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

6

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

<https://www.plymouth.edu/sustainability/>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Dr. Brian Eisenhauer

**A brief description of each sustainability officer position:**

Oversee all aspects of Climate Action Plan Implementation and coordinate ALL other sustainability efforts on campus. I have completed this entire GIANT form single-handedly, for example, and have been directly involved in just about everything reported in the submission...did I mention in only 20 hours / week?!?!?

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

<https://www.plymouth.edu/sustainability/people/>

## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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### Submission Note:

The Sustainability Action Plan is not on a website, please contact me at [bweisenhauer@plymouth.edu](mailto:bweisenhauer@plymouth.edu) and I'll be happy to share it.

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

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	No	No
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	No	No
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	No	No
<b>Purchasing</b>	Yes	No
<b>Transportation</b>	No	No
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	No	No
<b>Health, Wellbeing and Work</b>	Yes	No

<b>Investment</b>	No	No
<b>Other</b>	---	---

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

- 1) We have a sustainability Master Plan developed to guide our actions to achieve our goal of carbon neutrality
- 2) Develop a sustainability minor, add more sustainability classes.

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

Establish and offer approved Feb. 2015. Learning objectives and curriculum are drafted.

<https://www.plymouth.edu/sustainability/sustainability-minor-program/>

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

Office of Environmental Sustainability

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

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

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

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

Develop monthly newsletter, increase PR effort on Facebook.

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

Evaluated through number of newsletter subscribers and a count of articles published, number of FB "likes"

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

Office of Environmental Sustainability

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

Develop monthly newsletter, increase PR effort, collaborate with community partners.

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

Evaluated through continued and active partnerships with community organizations and non-profits

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

Office of Environmental Sustainability, Office of Engagement

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

We have a very detailed "Sustainability Action Plan" the highlights specific steps to take to achieve our climate and sustainability goals.

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

See document, I will attach if possible - it is not a webpage.

If documentation is needed please contact me, I will be happy to share the plan if I can not upload it here.

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

Office of Environmental Sustainability

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

Continued energy use analysis and retrofitting, specifics planned as part of Sustainability Action Plan.

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

Reduce use as much as possible while adhering to timelines established in Sustainability Action Plan.

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

Office of Environmental Sustainability / Physical Plant

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

More local procurement

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

exploring completing the "Real Food Challenge" - have down inventory, but have not yet signed pledge.

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

Sodhexo, OES

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

establish a 100KwH solar PV system on campus through a PPA in the coming year

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

Installation by end of FY

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

Office of Environmental Sustainability, PSU Energy Committee

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

i

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

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

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

Policies requiring appliances purchased to be Energy Star if that option is available, and preference for local businesses and vendors.

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

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

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

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

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

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

Higher diversion rate

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

continued improvement in diversion rate, continuing to rank #1 in NH in Recyclemania

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

Office of Environmental Sustainability, Physical Plant

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

Continue to reduce use through low flow fixtures, conservation, and planning for grounds with water use in mind.

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

Reduce water use by 5% in 5 years.

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

Campus Sustainability Data Collector | AASHE

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

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

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

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

We have a Center for Active and Healty living on campus, and they are integrating sustainability into their programs on campus by applying permaculture principles.

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

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

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

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

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

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

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

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

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**The institution's definition of sustainability:**

Sustainability science is an integrative discipline, sometimes defined as the union of equitable economic growth, social well-being, and thriving natural systems.

**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:**

Sustainability is a key part of our strategic plan and our master plan. We also have a Sustainability Action Plan to guide us to reaching our goal of carbon neutrality by identifying tangible projects and next steps over the next 15 years.

The Sustainability Action Plan is not on a website, please contact me at

[bweisenhauer@plymouth.edu](mailto:bweisenhauer@plymouth.edu)

and I'll be happy to share it.

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

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**Responsible Party**

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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**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.

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"---" 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)?:**

Yes

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

Student Senate, among other ways

**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?:**

Yes

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

represents elected student senate

**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

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

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

students are participants in master planning processes.

**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)?:**

Yes

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

staff have representatives on each through formal seats dedicated to their representation.

**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?:**

Yes

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

Operating Staff are elected to serve.

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

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

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

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

participate in planning and on these committees

**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)?:**

Yes

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

faculty have dedicated seats in these workgroups, faculty are elected to serve

**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?:**

Yes

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

Faculty are represented on the board.

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

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

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

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

faculty participate on the Planning Budget and Leadership group and participate in strategic planning and budgeting in that role.

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

<https://www.plymouth.edu/office/vpaa/files/2013/10/faculty-handbook.pdf>

# 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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

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

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

Yes

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

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

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



As a student-centered institution, PSU’s mission is to prepare students for life in a pluralistic world, helping them gain a global perspective. Plymouth State actively pursues its intention of being “a more vibrant, inclusive, and multicultural community,” as President Sara Jayne Steen says. Reflecting this charge, the President’s Commission on Diversity (PCD) was established to work with and support other campus groups in advancing the University’s goals for diversity. Priorities include developing curricula, assessing campus-wide policies and programs, and improving access to rich and holistic academic and student development programs.

According to co-chairs Megan Birch and Whitney Howarth, the PCD has contributed financially to student programming such as Black History Month and International Week, as well as student groups, such as the World Language Society and the Nicaragua Club. Members of the PCD have facilitated professional development workshops related to global and multicultural education, as well as coordinated and advised student groups, including the Model UN. In terms of community outreach, members of the PCD have participated in events held at the Plymouth United Congregational Church and the Independent Lens Community Cinema, among others.

One project PCD members have been working on is a survey to study student and faculty perceptions of diversity as they relate to safety and an overall welcoming climate. The results will be valuable stepping stones for Plymouth State’s continuing commitment to make a safe and welcoming environment for students.

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

1.50

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

<http://www.plymouth.edu/diversity/>

**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	---

**A brief description of the cultural competence trainings and activities:**

Part of the orientation for new employees addresses diversity topics and issues.

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

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# Assessing Diversity and Equity

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

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

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

Yes

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

One project PCD members have completed is a survey to study student and faculty perceptions of diversity as they relate to safety and an overall welcoming climate. The results will be valuable stepping stones for Plymouth State's continuing commitment to make a safe and welcoming environment for students.

## Has the institution assessed student diversity and educational equity?:

Yes

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

PCD members have completed a survey to study student and faculty perceptions of diversity as they relate to safety and an overall welcoming climate. The results will be valuable stepping stones for Plymouth State's continuing commitment to make a safe and

welcoming environment for students.

**Has the institution assessed employee diversity and employment equity?:**

No

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

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

Yes

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

An evaluation of faculty governance was conducted to assess the diversity of representation involved in committees and among those holding offices.

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

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# Support for Underrepresented Groups

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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"---" 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:**

TRIO is a federal program serving first generation college students, low income students, and students with disabilities since 1968 on college campuses across the nation.

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

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**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?:**

No

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

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

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**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?:**

No

# Support for Future Faculty Diversity

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## Criteria

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

Such programs could take any of the following forms:

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

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

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

No

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

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**The website URL where more information about the faculty diversity program(s) is available :**

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# Affordability and Access

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## Criteria

### Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

Scholarships targeted at these students have increased as part of a focused effort over the past 3 years.

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

Unknown

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

See academic support services section above.

**A brief description of the institution's scholarships for low-income students:**

Scholarships targeted at these students have increased as part of a focused effort over the past 3 years.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

Unknown

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Unknown

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

This question is very unclear and the topic too broad. "other admissions policies and programs" is extensive.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

<http://www.plymouth.edu/office/financial-aid/>

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

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**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:**

none

**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:**

PSU child care center serves student and in need populations.

**A brief description of other policies and programs to support non-traditional students:**

Non traditional housing is available.

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

No

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

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**The website URL where information about the institution's affordability and access programs is available:**

<http://www.plymouth.edu/services/pass/>

## 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.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

# Assessing Employee Satisfaction

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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*"---" 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:**

85

## **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

Business NH Magazine recently selected PSU as one of the five best large companies to work for in New Hampshire, making it the first educational institution to be included in the ranking. The criteria included employee satisfaction within the workplace, innovative workplace programs, and benefits. President Sara Jayne Steen said the ranking is a significant achievement. "The selection matters because it is public recognition of the high quality of our community, of our commitment to our students and our region, and of our commitment to each other. People here work actively to make PSU a good place to live and learn, and I'm pleased that their good work is being acknowledged."

Strategic Plan Priority 3.1

Be an employer of choice for PSU faculty and staff, who excel in their areas of expertise, are committed to student success, and advance the mission of the University.

Named to The Chronicle of Higher Education's "Great Colleges to Work For"

In 2009, PSU was named as one of the Great Colleges to Work For and recognized in eight categories: collaborative governance, work/life balance, respect and appreciation, health insurance, 403b/401k, disability insurance, life insurance, and overall satisfaction with

benefits.

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

New task forces were created to address items of concern, such as faculty welfare.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,010

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

<https://www.plymouth.edu/strategic-plan/2010-report/faculty-staff-support/priority-3-1/>

# Wellness Program

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

The Plymouth State University Healthy People in a Healthy Place Initiative will promote a culture of health, providing leadership, opportunities and support for all employees and their families to encourage health and wellness in varied ways, thereby building healthy people in a healthy place.

Our Goals

Establish leadership and increase employee knowledge of, and engagement in, a culture of wellness at PSU.

Increase opportunities and access for regular moderate to vigorous physical activity for all employees.

Increase opportunities for employees to have a health-promoting diet.

Reduce employees' perceptions of work- or environment-related stress.

Identify and implement strategic policies to reduce or minimize the rate of increasing employee health-care benefit costs.

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

<https://www.plymouth.edu/healthy-psu/>

# Workplace Health and Safety

## Criteria

### *Part 1*

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### *Part 2*

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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



# Investment

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

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

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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*"---" 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:**

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**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

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**Examples of CIR actions during the previous three years:**

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**The website URL where information about the CIR is available:**

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# 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 part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

# Investment Disclosure

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## Responsible Party

**Brian Eisenhauer**

Director

Office of Environmental Sustainability

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## 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.

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

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

## 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.

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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.

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## 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.

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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.

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