Temple University

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Temple's institutional boundary includes only those campuses where the university has operational control and can enforce a change in policy.

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

341,455,385 *US/Canadian $*

Total campus area:

330 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Large city

Gross floor area of building space:

10,468,357 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

936,639 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

5,497 *Square Feet*

Electricity use by source::

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

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

Energy used for heating buildings, by source::

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

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

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

Academics and Demographics

Criteria

n/a

Submission Note:
This data is based on Fall 2014 data.

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

Number of academic divisions:

18

Number of academic departments (or the equivalent):

123

Full-time equivalent enrollment:

33,955

Full-time equivalent of employees:

6,947

Full-time equivalent of distance education students:

166

Total number of undergraduate students:

28,408

Total number of graduate students:

9,380

Number of degree-seeking students:

36,153

Number of non-credit students:

1,635

Number of employees:

8,277

Number of residential students:

5,313

Number of residential employees:

12

Number of in-patient hospital beds:

0

Academics

Curriculum

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

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

Academic Courses

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	4,739	1,354
Number of sustainability courses offered	58	27
Number of courses offered that include sustainability	67	29

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

28

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

123

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 Courses MASTER LIST_FEB2015.xlsx

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

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

http://sustainability.temple.edu/academics-and-research

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

Courses that address any combination of the five dimensions listed in the Temple University Definition of Sustainability will be designated as "sustainability courses." There are two tiers of sustainability courses. Intensive Sustainability courses devote at least 2/3 of

the coursework (e.g. readings, lectures, assignments) to sustainability per the Temple University definition. Sustainability courses devote at least 1/3 or coursework.

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

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.

Submission Note:

We are unable to obtain a count of the number of students who graduate with a sustainability learning outcome. We used the 1 as a placeholder to submit the rest of the credit. Graduate rates are from degrees awarded 7/1/2013 thru 6/30/2014; Matching issues because we capture degrees thru Summer.

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

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

1

Total number of graduates from degree programs:

9,202

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

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

Minor in Corporate Social Responsibility, BS in Civil Engineering with concentration in Environmental Engineering, Undergraduate minor in Environmental Engineering, BS in Engineering Technology with track in Environmental Technology, BS in Mechanical Engineering with concentration in Energy Systems, MS in Environmental Engineering, Graduate Certificate in Stormwater Management, AS in Horticulture, BS in Horticulture, BS in Community Development, BS in Landscape Architecture, MLArch in Landscape Architecture, MS in Community and Regional Planning with optional concentrations in Sustainable Community Planning and Transportation Planning, Minor in Community and Regional Planning, Minor in Ecological Planning and Design, Minor in Environmental Horticulture, Minor in Landscape Studies, Certificate and Minor in Sustainable Food Systems, Undergraduate Certificate in Environmental Sustainability, Graduate Certificates in Sustainable Community Planning and Transportation Planning, MS in Environmental Health, MPH Public Health with concentration in Environmental Health, PhD in Public Health with concentration in Environmental Health and Health Policy, BA in Environmental Studies, MA in Geography and Urban Studies, PhD in Urban Studies, Minor in Environmental Studies, BS in Environmental Science, Undergraduate Certificate in Sustainability; MS in Globalization and Development Communication; BS in Facilities Management

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

a. Example – Undergraduate Certificate in Sustainability: The University College offers an undergraduate Certificate in Sustainability. This twelve credit interdisciplinary certificate will provide an opportunity for students to further their knowledge and skills to contribute to sustainable systems from the viewpoint of different disciplines, to help them become effective leaders and agents of change for sustainability, and to make them more competitive in the changing job market as some sectors move to a green collar economy.

http://www.temple.edu/bulletin/Academic_programs/university_college/sustainability.htm

Example – BA in Environmental Studies: Environmental Studies is an interdisciplinary major offered by the Department of Geography and Urban Studies that examines the nature, causes and consequences of human interactions with the environment. Students in Environmental Studies gain the intellectual and methodological tools to understand and address the crucial environmental issues of our time and the impact on individuals, society, and the planet. Students are introduced to a physical lab science, an understanding of the economic system, and social science methods in order to prepare for our core courses. The Environmental Studies core courses are designed to develop the theoretical and methodological frameworks and tools necessary to understand the relationships between people and their environment as they interact through local to global connections. Students examine environmental policy and the role of political institutions; environmental decision-making; natural hazards and risk assessment; environmental ethics and legal issues; and environmental justice. The electives give students the opportunity to develop an area of emphasis around their particular interests.

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

http://sustainability.temple.edu/academics-and-research/degree-offerings

Undergraduate Program

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

Completed in Fall 2014. List of sustainability degree offerings:
http://sustainability.temple.edu/academics-and-research/degree-offerings

"---" *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 Studies

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

Environmental Studies is an interdisciplinary major offered by the Department of Geography and Urban Studies that examines the nature, causes and consequences of human interactions with the environment. Students in Environmental Studies gain the intellectual and methodological tools to understand and address the crucial environmental issues of our time and the impact on individuals, society, and the planet. Students are introduced to a physical lab science, an understanding of the economic system, and social science methods in order to prepare for our core courses.

The Environmental Studies core courses are designed to develop the theoretical and methodological frameworks and tools necessary to understand the relationships between people and their environment as they interact through local to global connections. Students examine environmental policy and the role of political institutions; environmental decision-making; natural hazards and risk assessment; environmental ethics and legal issues; and environmental justice. The electives give students the opportunity to develop an area of emphasis around their particular interests.

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

http://www.cla.temple.edu/gus/undergraduate/environmental-studies/

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

Environmental Science

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

The Environmental Science BS is an interdisciplinary degree program that offers students a well-rounded background in the sciences. Students complete a sequence of courses in biology, mathematics and chemistry, and combine this with classes from geology, geography, and economics in order to gain an understanding of the nature of environmental problems and the socioeconomic factors that influence them. Students will be given the opportunity to study specific environmental problems such as groundwater contamination, suburban sprawl, river basin management, environmental justice, and the greening of abandoned urban spaces. The capstone for this major is the Senior Research Seminar in which students gain experience with studying actual environmental issues and methodologies to resolve them.

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

http://cst.temple.edu/academics/undergraduate-majors-and-programs/environmental-science

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

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

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

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

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

Yes

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

Undergraduate Certificate in Sustainability

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

This undergraduate certificate will provide an opportunity for students to further their knowledge and skills to contribute to sustainable systems from the viewpoint of different disciplines, to help them become effective leaders and agents of change for sustainability, and to make them more competitive in the changing job market as some sectors move to a green collar economy.

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

http://bulletin.temple.edu/undergraduate/university-college/certificate-sustainability/

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

Minor in Ecological Planning and Design

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

Students in the School of Environmental Design as well as students in other colleges, schools, and departments may choose a Minor in Ecological Planning and Design. Through this minor students pursue courses which deepen their understanding of the concept of ecological planning and design. That is, they learn a process of decision making that ensures that development is compatible with natural resources and processes and that takes into consideration social, political, economic, and governance factors to achieve sustainable outcomes. This prepares students for lifelong contributions to the environmental sustainability of the communities in which they live and work. Also the minor provides undergraduates with an opportunity to explore the option of graduate studies in planning, landscape architecture, or horticulture.

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

http://bulletin.temple.edu/undergraduate/environmental-design/minor-ecological-planning-design/

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

Certificate in Environmental Sustainability

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

Students who are interested in the environment and in learning how to impact the world around them positively may want to consider completing the School of Environmental Design credit Certificate in Environmental Sustainability. This certificate provides students with the basic knowledge needed to evaluate environmental problems and to draw ecologically- and economically-sound connections between environmental needs, policy issues, and current research.

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

http://bulletin.temple.edu/undergraduate/environmental-design/certificate-environmental-sustainability/

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

Minor in Environmental Studies - Students in Environmental Studies gain the intellectual and methodological tools to understand and address the crucial environmental issues of our time and the impact on individuals, society, and the planet. The minor in Environmental Studies is composed of 18 credits.

http://bulletin.temple.edu/undergraduate/liberal-arts/environmental-studies/minor-environmental

-studies/

Minor in Sustainability Food Systems - Students in the School of Environmental Design as well as students in other colleges, schools, and departments may choose a Minor in Sustainable Food Systems. Through this minor students investigate the complexities of food systems through an interdisciplinary approach that includes horticulture, planning, and public health. Students explore the relationship of farmland preservation, food production practices, and supply alternatives that improve local economies, reduce energy consumption, lower environmental impact, and ensure widespread access to affordable and healthy food. This prepares students to contribute to the overall sustainability of the communities in which they live and work and strengthens students' preparation to work as professionals in environmentally-oriented fields or as citizen activists. Also the minor provides undergraduates with an opportunity to explore the option of graduate studies in planning, horticulture, or related fields.(http://bulletin.temple.edu/search/?P=food+systems)

The Certificate in Sustainable Food Systems is available to all undergraduate degree students to complete as part of their studies, and is also available to non-degree students. Through this certificate students investigate the complexities of food systems through an interdisciplinary approach that includes horticulture, planning, and public health. Students explore the relationship of farmland preservation, food production practices, and supply alternatives that improve local economies, reduce energy consumption, lower environmental impact, and ensure widespread access to affordable and healthy food. This prepares students to contribute to the overall sustainability of the communities in which they live and work and strengthens students' preparation to work as professionals in environmentally-oriented fields or as citizen activists. Also the certificate provides students with an opportunity to explore the option of further studies in planning, horticulture, or related fields. (

http://bulletin.temple.edu/search/?P=food+systems

)

Graduate Program

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Criteria

Institution offers at least one:

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

> And/or

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

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

Submission Note:

Link to sustainability related degree programs:
http://sustainability.temple.edu/academics-and-research/degree-offerings

"---" *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?:
Yes

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

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

The complexity and pace of economic, environmental, and social change require that students are trained in interdisciplinary and spatially integrative analytical frameworks and specialized skills to apply to real-world conditions. As an integrative graduate program, the curriculum connects these processes, giving students strong analytical foundation that stresses spatial relations, scale transitions, place and context, and nature societal relations.

The graduate program in Geography and Urban Studies focuses on the themes of globalization, social justice, and sustainability as lenses through which to examine the development of urban regions. Our emphasis on globalization focuses on capital and labor flows, welfare

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state restructuring, identity, culture, and concepts of citizenship. In the realm of social justice, interest lies in how globalization exacerbates uneven development and contributes to increasing inequalities both between and within places, including economic inequalities, gender, and race/ethnicity. Our work on sustainability encompasses comparative dimensions of environmental sustainability on the national and global scales, environmental justice, land use/land cover analysis, sprawled development patterns, and urban ecology. As an integrative graduate program, the curriculum connects these processes, giving students a strong analytical foundation that stresses nature and societal relations, place and context, scale transitions, and spatial relations.

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

http://www.cla.temple.edu/gus/graduate/

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

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

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

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

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

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

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

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

Yes

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

Sustainable Community Planning Certificate

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

The core courses in the graduate certificate in Sustainable Community Planning program introduce students to the broad range of issues and topics relevant to planning for sustainable development of our cities and regions. Elective courses provide the opportunity to deepen knowledge and training in specific areas of sustainability and environmental planning.

Students in the graduate certificate in Sustainable Community Planning will: 1) gain knowledge of the historical evolution of the concept of sustainable development and its multiple definitions; 2) understand the discourse of theory and practice of sustainable development at the local, regional and global level; 3) be able to develop indicators to monitor and evaluate the sustainability of site, community and regional actions, plans and designs; 4) recognize models of sustainability and know how to use such models to inform their professional practice; 5) understand how to incorporate sustainability principles into planning practice to address the interrelationships between social, economic and environmental factors; and 6) have improved research, writing, and communication skills.

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

http://www.temple.edu/ambler/crp/academicprograms/ms.htm

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

    And/or

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

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

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

Submission Note:

Updated in Fall 2014

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

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

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

The vision of the immersion program is to actively engage Temple University students in meaningful experiences that foster cultural awareness, global understanding, and social responsibility through learning, service and reflection. The mission of each trip is determined by its location and the work that will be done while in the area.

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

http://studentactivities.temple.edu/service-immersion

Sustainability Literacy Assessment

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Criteria

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

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

Campus as a Living Laboratory

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

Submission Note:

This is based on FY 14.

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

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

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

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

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

outcomes associated with the work:

Students enrolled in an environmental policy class studied the LEED rating system and made recommendations for how the university could incorporate features of LEED and other green building best practices into a campus wide green building policy. The university incorporated a green building policy in its new master plan, which was adopted in Fall 2014. The green building policy states that the university will achieve LEED Gold on all new construction projects, with 30% of the LEED points coming from the Energy and Atmosphere credits.

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:

In spring 2014, The Department of Geography and Urban Studies offered an independent study course that drew students from across the university to explore the feasibility of developing a café that was cooperatively run by students on campus. Through this independent study, students established the conceptual foundation for the café on campus, developed a business plan and garnered the support of university administration for this project. In fall 2014, the students partnered with the Fox School of Business to continue their program planning for the food co-op via an independent study course. The students worked with administration and were able to launch the Rad Dish co-op cafe that is an entirely student run cooperative enterprise that serves only local, organic and fair trade, vegetarian and vegan options. The menu is seasonal, and the cafe is used as a tool for interdisciplinary education on food systems, sustainability, entrepreneurship, marketing, and hospitality management.

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:

As part of the Sustainability LLC and first year seminar course, students learned about change management and developed leadership skills by identifying sustainable alternatives in the 1940 residence halls, advocating for solutions and working with Housing to implement those changes. One of the projects that the students worked to implement was the installation of daylighting sensors and LED lamps in the Residence Hall stairwells. The upgrade in the stairwells was completed by the end of Fall 2013. In Fall 2012, the Energy Manager and the Office of Sustainability partnered with Students for Environmental Action to train students on how to conduct building energy audits and promote energy conservation. The students formed energy teams, and audited every building on campus, identifying lighting models, temperature concerns from occupants and plug load use. The information was used to foster conversation with building occupants on potential energy conservation strategies. In fall 2012, Graphic and Interactive Design department held a poster competition on energy conservation messages to support Temple's Energy Conservation Campaign. The display rotated through different buildings on campus, and one of the designs was used on a t-shirt that was given out at Temple's energy conservation basketball game.

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:

Temple university is located in the Atlantic Coast flyway for bird migrations. As birds migrate, they collide with a number of buildings with glass facades on campus. The Office of Sustainability has funded student research to investigate ways students can mitigate bird collisions on campus. Two student research projects focused on bird film, while another project focused on the use of crop netting as a barrier. In 2011, the Graphic and Interactive Design department held a bird film design competition, which garnered over 90 submissions of designs for decorative bird film that could be installed on windows. In 2014, the university installed the winning design at the Tuttleman-Paley connector skywalk to mitigate bird-window collisions.

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

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

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

The Sustainable Marketing course in Fox School of Business developed plans for greening athletics, including actionable items that can be addressed to minimize waste at the student tailgates and utilize the social capital of student athletes to promote a sustainable culture on campus. The class also developed and implemented marketing plans for Temple's involvement in RecycleMania, including devising a campaign to organize Temple's first participation in the electronic waste category of RecycleMania and a water bottle exchange event at IBC gymnasium. As a result of their work, the Office of Sustainability coordinated efforts to recycle at the home football game tailgates and worked with the CRC to participate in RecycleMania's electronic waste recycling competition category.

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:

In spring 2014, the Landscape Architecture graduate studio studied Main Campus to develop alternative landscaping designs that integrated sustainability features, including best practices in stormwater management. The students then made recommendations to Planning and Design. While the exact designs were not completed, the Planning and Design team did work with their consultant to integrate stormwater management best practices in the university's new Landscape Master Plan.

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

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

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

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

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

The Office of Sustainability hosted an intern from the Corporate Social Responsibility program in the Fox School of Business. This intern assisted the Office of Sustainability in hosting the Tri-State Sustainability Symposium on campus, which draws over 800 attendees from a variety of sectors and has a goal of sharing information on sustainable practices. The intern worked with students from nearby Carver high school students to make the event zero waste. In preparation, the intern trained the high school students on recycling and composting, and also helped organize education sessions geared at the student volunteers. Moreover, she conducted a survey that gave us information on whether the sustainability symposium proved to be a valuable tool in increasing the sustainability literacy of the high school students.

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

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

36

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

72

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

15

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

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

Faculty Funded Research_FY2014.pdf

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

See the list attached.

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

Faculty engaged in sustainability funded research during FY2014 as reported using SPA database.

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

Suri Rominder, Department of Civil and Environmental Engineering; Funding Source: NSF. Description: A grant from the National Science Foundation (NSF) will help Temple University's Water and Environmental Technology (WET) Center in its efforts to establish Greater Philadelphia as a hub for the development and commercialization of water treatment technologies. The two-year, $1 million Accelerating Innovation Research (AIR) grant will allow the center to establish a Water Technology Innovation Ecosystem to bring water treatment innovations from the laboratory to the marketplace.

Jeffrey Featherstone, Center for Sustainable Communities; Funding Source: EPA. Description: Temple's Main Campus will become a living laboratory for the study and evaluation of stormwater management controls and practices in urban environments. The project will focus on the environmental, economic and social impacts of implementing green infrastructure to deal with stormwater-runoff issues in urban environments.

The website URL where information about sustainability research is available:

http://sustainability.temple.edu/academics-and-research/faculty-research

Support for Research

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

The Creative Arts, Research and Scholarship (CARAS) Program offers funding to undergraduate and professional students interested in undertaking research projects related to sustainability. Funding is made possible through the Temple University Research Administration in collaboration with the Office of the Provost and the Deans of Temple University's Schools and Colleges and the Office of Sustainability.

http://www.temple.edu/vpus/opportunities/CARAS.htm

The Temple Library Prize for Undergraduate Research on Sustainability and the Environment was established to encourage the use of Library resources, to enhance the development of library research techniques, and to honor the best research projects on sustainability and the environment produced each year by Temple University undergraduate students.

http://guides.temple.edu/content.php?pid=155082&sid=1314454

The Diamond Scholars program provides Temple university students the opportunity to engage in a focused, mentored research or creative arts project during the summer and fall. A number of Diamond Scholars have used this research award to investigate sustainability issues, ranging from farm subsidies to the availability of mass transit.

http://www.temple.edu/vpus/opportunities/researchscholars.htm

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

http://www.temple.edu/vpus/opportunities/CARAS.htm

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:

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?:

No

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

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

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

Yes

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

Temple University Libraries provides an online resources for people interested in sustainability, in general, and offers support for teaching, learning and research at Temple University.

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

http://guides.temple.edu/sustainability

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.

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

Student Educators Program

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Criteria

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

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

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

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

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

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

Student Orientation

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

Submission Note:

Updated to reflect FY 14.

"---" 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:

1

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

Temple utilizes several strategies to incorporate sustainability in new student orientation. The Office of Sustainability is an active participant in Temple University's Welcome Week, including participating in the new student orientation fair, engaging parents at the Parent Orientation, and sponsoring an expanded Welcome Week program for the Sustainability Living and Learning Community. The Office of Sustainability also provides a "Sustainability 101" training to Owl Ambassadors, who serve as the guides during new student orientation. The Office of Sustainability provides a formal orientation to the five professional schools, which includes a "Sustainability 101" training.

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

http://sustainability.temple.edu/node/1160

Student Life

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

	Yes or No

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	No
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	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	No
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	Yes

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

a. Students for Environmental Action: SEA works to spread awareness about environmental issues while making positive environmental changes on Temple`s campus and in the community.

b. Temple Community Gardens: Temple Community Garden is a welcoming and tight-knit group of Temple students who share a passion for gardening. Members attend weekly meetings, participate in community programs and cultivate two gardens (Main Garden: Broad & Norris; Sonia Sanchez Garden: Diamond & Carlisle).

c. Net Impact (MBA Chapter): A graduate student organization in the Fox School of Business with the mission of improving the world by growing and strengthening a network of leaders who use the power of business to make a positive net social, environmental, and economic impact.

d. Net Impact (Undergraduate Chapter): An undergraduate student organization in the Fox School of Business with the mission of improving the world by growing and strengthening a network of leaders who use the power of business to make a positive net social, environmental, and economic impact.

e. Green Council: The Green Council is a coalition of sustainability oriented student organizations that work together to raise awareness of sustainability issues on campus.

f. Philly Eco Kids: Philly Eco Kids is a student run committee that provides environmental lessons to inner city children. Philly Eco Kids covers a wide range of topics from littering, recycling, energy conservation, household toxins and natural disasters.

g. UnLitter Temple: UnLitter Temple is a student group that works to reduce the amount of litter in the neighborhoods surrounding the university's Main Campus.

h. The Temple Vegan Action Network: seeks to educate the Temple University community about animal rights and veganism through nonviolent means. The Temple Vegan Action Network holds that all forms of animal use are wrong and that veganism is a moral obligation. The Temple Vegan Action Network commits its resources exclusively to the promotion of animal rights and veganism.

i. Slow Food Temple: Aside from addressing the complexities of food, agricultural, environmental, and health related issues, both locally and globally, we learn about and celebrate culture through cuisine

j. American Institute of Architecture Student Chapter: The American Institute of Architecture Students (AIAS) is an independent, nonprofit, student-run organization dedicated to providing unmatched programs, information, and resources on issues critical to architectural education

k. Engineers without Borders: EWB-USA supports community-driven development programs worldwide by collaborating with local partners to design and implement sustainable engineering projects, while creating transformative experiences and responsible leaders.

The website URL where information about student groups is available:

http://sustainability.temple.edu/studentorgs

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:

Temple Community Garden is a welcoming and tight-knit group of Temple students who share a passion for gardening. Members attend weekly meetings, participate in community programs and cultivate two gardens (Main Garden: Broad & Norris; Sonia Sanchez Garden: Diamond & Carlisle).

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

http://templecommunitygarden.blogspot.com/

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

Temple University hosted the Tri-State Sustainability Symposium in Spring 2014. This symposium was geared toward students, staff, faculty and members of the region's sustainability movement. The event featured 8 different conference tracks with a breakfast and lunch keynote speaker. Students were offered a reduced admission rate. The event was held during spring break, so students would be free to attend.

In addition to the symposium, the Office of Sustainability hosts "Campus Sustainability Week" in the fall and spring semester. In fall "Campus Sustainability Week" includes the celebration of Campus Sustainability Day through the hosting of a green fair that includes approximately 60 vendors from around the city.

The website URL where information about the event(s) is available:
http://sustainability.temple.edu/about-us/news/campus-sustainability-week-temple

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

Fibers Department, Tyler School of Art: Creative works from students in the Alternative Materials course. The exhibit featured pieces made from found, recycled or industrial materials.

The website URL where information about the cultural arts event(s) is available:
http://sustainability.temple.edu/about-us/calendar/art-opening-alternative-materials-exhibit

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

The Temple Outdoor Club is a recognized student organization with a mission to engage the Temple student body in outdoor activities, such as hiking, backpacking, kayaking and bicycling.

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

https://www.facebook.com/groups/28092851585/

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:

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

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 Sustainability, the Office of Facilities (Energy Office), the Recycling Office and the Grounds Department all offer student employment opportunities that are sustainability-focused.

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

http://sustainability.temple.edu/about-us/staff

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

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

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

Potlucks with a Purpose: Organized by the Green Council, Potlucks with a Purpose are a monthly series aimed at raising awareness of various sustainability topics, such as composting, energy conservation and urban agriculture. This series invites experts in the field to share dinner and ideas with the general student population.

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

http://sustainability.temple.edu/about-us/calendar/potluck-purpose-building-your-green-career

Outreach Materials and Publications

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

Temple University has a central sustainability website that consolidates information about its sustainability efforts. The website address is:

http://www.temple.edu/sustainability

.

The website URL for the central sustainability website:

http://www.temple.edu/sustainability

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

The Office of Sustainability utilizes Twitter, Facebook and Pinterest that focuses specifically on campus sustainability:

https://www.facebook.com/pages/Temple-University-Office-of-Sustainability/151939120759

https://twitter.com/templeecoowls

http://www.pinterest.com/templeecoowls/

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

http://sustainability.temple.edu/

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

We use the sustainability website to disseminate info on student research.

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

http://sustainability.temple.edu/academics-and-research/student

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

The university has installed or will be installing educational signage in the following new buildings pending LEED certification: Architecture, Pearson McGonigle, Science Education Research Center.

Education signage has also been installed to highlight bird strike mitigation strategies at two campus buildings.

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

http://sustainability.temple.edu/temples-green-buildings

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

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

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

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

The sustainability website provides information on sustainable transportation options. The Office of Sustainability also offers urban riding basics courses and fix-a-flat courses for bicycle commuters.

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

http://sustainability.temple.edu/topics/transportation

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

Bike Temple is a University-wide program to promote bicycle use by the Temple community. We want more people to travel on a bike and to do so safely and to build a great bike culture at Temple.

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

http://bike.temple.edu/

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

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

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

The Temple News is the main student newspaper. Toby Forstarter is the regular columnist about green living. Additionally, the Office of Sustainability is in frequent contact with the Living editor with regard to features on sustainability initiatives on campus.

http://temple-news.com/author/tobyforstater/

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

http://sustainability.temple.edu/about-us/news

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

The Office of Sustainability is active on twitter to engage with students. We have hired an intern to run our social media presence.

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

https://twitter.com/templeecoowls

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

Yes

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

The Office of Sustainability is active on facebook to engage with students.

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

https://www.facebook.com/pages/SustainabilityTempleU

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

material):

Yes

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

The Office of Sustainability is active on pinterest to engage with students.

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

http://pinterest.com/templeecoowls//151939120759?ref=ts

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

No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

<div align="center">

Responsible Party

Kathleen Grady
Director of Sustainability
Office of 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

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

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

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

The name of the campaign (1st campaign):
RecycleMania

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

The university participated in the national RecycleMania challenge in FY14, with a goal of recycling at least 415,000 pounds during the eight week period. Temple competed in the electronics waste recycling category, the Game Day challenge, and the Gorilla prize, Per Capita Classic, Grand Champion, and the Waste Minimization categories. During the competition, Temple partnered with academic classes to promote recycling on campus, utilizing social media, building on athletics' social capital and planning outreach events and faculty, such as tours to recycling facilities and speaker series. In 2014, Temple earned its first national win of RecycleMania in the Game Day Organics Challenge.

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

There were a variety of metrics used to evaluate the program.

RecycleMania results: During the eight week RecycleMania challenge, Temple university recycled 470,298 lbs and posted a 27.46 lbs / person cumulative waste rate. Temple also earned the national award for the Game Day Organics Challenge, with an organic diversion rate of .476 pounds per person.

Academic Coursework on RecycleMania - We engaged two groups in the Sustainability Marketing class in active learning projects regarding recycling and waste minimization on campus. The class developed marketing strategies for RecycleMania and implemented them within the spring semester.

Guest Lectures - The Office of Sustainability spread the message about the university's RecycleMania campaign to over 500 students via an hour long guest lecture in sustainability themed courses.

RecycleMania Related Events - The university hosted two NCAA basketball games during RecycleMania. The first collected recycling and the second was a zero waste game. In addition to the partnership with athletics, the Office of Sustainability hosted the following RecycleMania events: the Caught Green Handed social media campaign, a Water Bottle Exchange program at the gymnasium, a Paper Purge program aimed at faculty and staff, and a tour of the recycling facility. The programming was used as a launchpad for the university's upcoming composting program.

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

http://sustainability.temple.edu/topics/energy-and-buildings

The name of the campaign (2nd campaign):

Temple University Commuter Challenge

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

The Commuter Bike Challenge is a friendly competition among bicycle riders in the City of Philadelphia. Riders participate within the network of their workplace, which includes businesses, universities, and other organizations and networks. Within these workplaces, riders can join a team of no more than 10 riders, or compete individually to bolster competition within networks. Riders compete by logging their miles after their daily commutes and other rides on the endomondo website.

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

Temple University won both the school and university division for the City of Philadelphia and was ranked 38th in the country. During the competition period, the university logged 44,926 miles and engaged 78 participants.

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

http://sustainability.temple.edu/resources/featured-initiatives/ready-ride

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

Employee Educators Program

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

Employee Orientation

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

100

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

Human Resources incorporates slides on sustainability in its new hire orientation presentation. The slides explain the university's sustainability agenda, ways they can get involved as new hires, and contact information for the Office of Sustainability. The orientation also covers the university's recycling procedures. It also encourages them to take a sustainability pledge/energy conservation pledge. Sustainability is also included in the employee manual.

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

http://www.temple.edu/hr/departments/employeerelations/documents/Employee_Manual_July_2014.pdf

Staff Professional Development

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Public Engagement

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

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

Community Partnerships

Responsible Party

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

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

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

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

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

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

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

Yes

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

Temple participates in the Mayor's Office of Sustainability's "College/University Sustainability Consortium", which looks at how to advance sustainability within the region's higher education sector. Temple also participates in the Manko Gold Katcher "Director's Sustainability Round Table" group, which convenes leaders in the sustainability arena in the city. The university also sits on the Solar Ready task force for the Metropolitan Planning Organization. The Solar Ready task force looks at ways to facilitate the growth of the solar industry in the delaware valley area.

In addition to membership and participation in the aforementioned groups, Temple has also advanced its working relationship with the Greater Philadelphia Bicycle Coalition and the Philadelphia Water Department.

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):

The university's Office of Sustainability partners the Delaware Valley Green Building Council (DVGBC) to promote sustainability within the region. In FY14, Temple co-hosted the Tri-State Sustainability Symposium, a one day event that brings together 800 people from around the region to discuss sustainability as it relates to business, building, education, community, technology and advocacy. The university allocates senior level administrative support, financial resources and sustainability planning for the event. As part of the conference, Temple's Office of Sustainability partners with a local high school to educate students on recycling and compost, and then invites them to serve as volunteers during the conference. As part of the volunteer experience, Temple organizes education sessions on sustainability specifically geared to the local high school students. In 2014, students worked with Solar States, a local solar provider to learn about solar energy and the potential job market associated with clean energy. Moreover, the university expanded its collaboration with DVGBC in FY14 to assist in the volunteer coordination for the Greenbuild conference, which was held in Philadelphia in November 2013. Temple hired a student worker to organize volunteers from its campus and provided senior administrative support to DVGBC's volunteer committee. Temple's Office of Sustainability also planned the Greenbuild volunteer appreciation party.

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:

N/A

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

Yes

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

-The university has presented about its sustainability initiatives in a variety of forums, including the AASHE national conference, PERC conference, and USPA.
-The university maintains a website with information to share initiatives that it is pursuing and exploring.

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:

- Mayor's Office of Sustainability's "College/University Sustainability Consortium". (member)
- Northeast Campus Sustainability Coalition (NECSC) (participant)
- AASHE (member)
- Pennsylvania Environmental Resource Consortium (participant)
- Sustainable Philadelphia Alliance of Regional Campuses (member)
- Solar Ready Task Force (member)
-University Surplus Property Association Conference (member)
- Mayor's Office of Sustainability's "College/University Sustainability Consortium"

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

We keep an updated database of sustainability contacts at each of the local colleges/universities and provide them with updates and invitations to events that we are hosting on campus. This allows us to amplify the sustainability message across the campuses.

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

Continuing Education

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

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:

3

Total number of continuing education courses offered:

170

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

Sustainability Related Non-Credit Courses 2.8.15.pdf

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

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

Community Service

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

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:

Information provided by Beverly Coleman in the University Office of Community Relations Department. Data is for FY14.

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

Number of students engaged in community service:

13,379

Total number of students :

37,788

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

Yes

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

65,000

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

Yes

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

The university has a designation on transcripts for community based learning courses. Community based learning is coursework that combines academic knowledge and community work for deeper learning and community benefit.

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

No

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

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

http://www.temple.edu/community/service_community.htm

Community Stakeholder Engagement

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

> And

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

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

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

Submission Note:

Information provided by Beverly Coleman from the office of Community Relations. Data based on FY14.

"---" *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:

Temple University promotes civic engagement for all members of the Temple community. Faculty, staff, students and alumni are encouraged to donate their time to nonprofit, faith based and civic organizations. Policies and procedures differ within each department at Temple as it relates to community stakeholder engagement. The Office of Community Relations is the main point of contact for external community stakeholders that wish to connect with the university. Throughout the year, unifying projects are planned and implemented to

encourage the entire Temple community to participate in volunteerism. Examples include Freshmen Orientation, which includes service projects as part of the itinerary; Alumni Global Day of Service, a program that encourages volunteerism from graduates of Temple in venues located nationally and internationally; and the MLK Day of Service, in which the Temple community devotes time to beautification projects, workshops and health screenings.

For the two campuses, Main and the Health Sciences, that are adjacent to predominately residential communities, the university ensures community stakeholder engagement in several ways:
• Nonprofits. Meetings are held periodically with nonprofit organizations that are providing services in the local communities as a way to keep them informed about university programs and resources and support them in establishing peer-to-peer partnerships.
• Community Campus Councils. Committees have been established of residential community leaders and university staff to discuss and receive feedback regarding any significant policies or activities that impact the surrounding communities. The members of the Council are either representatives of civic organizations or block captains. For example, in December 2014 the university's senior staff met with the Councils to present the draft of Visualize Temple, the new land use plan, and solicit feedback.
• Registered Community Organizations. The City of Philadelphia's Zoning Code provides a framework for organized communication between zoning applicants and community groups that register with the Philadelphia City Planning Commission (PCPC) to represent their neighborhoods in zoning matters. These Registered Community Organizations (RCOs) receive the benefit of early notice of significant zoning proposals in their neighborhoods. For zoning applicants, the RCO system provides a reliable 45-day timeframe for community input and a mechanism to identify and contact community organizations. The PCPC checks applications submitted by organizations – including volunteer organizations, civic associations, Pennsylvania nonprofit corporations, and unincorporated associations – using six criteria. The PCPC will accept a group as an RCO if it has all of the following:
1. An adopted statement of purpose for the organization concerning land use, zoning, or related concern, AND
2. A geographic area with no more than 20,000 parcels, AND
3. Boundaries that are set forth in the organization's governing rules, AND
4. Meetings that are publicly announced through hard copy or electronic notices, AND
5. Open meetings on a regularly scheduled basis, AND
6. Leadership chosen by the membership of the organization-at-large through an election process.

Neighborhood Improvement Districts, Special Services Districts, and Ward Committees are the only types of organizations that do not need to satisfy these six criteria and automatically qualify as RCOs upon submission of a complete application form to the PCPC.

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

The university has established community councils and a network of non-profits, and meets with the groups that have identified as a registered community organization (see above for a description of registered community organizations.

The areas surrounding the Health Sciences and Main campuses are the second poorest areas in the City. The majority of nonprofit organizations with whom the university staff interact provide social or support services to these populations, which provides another pathway for communicating with residents, especially those that are the most vulnerable.

List of identified community stakeholders:

Educational Organizations
-Duckrey Elementary School
-Dunbar Elementary School
-Community Partnership School
-Philadelphia Military Academy

-YouthBuild Charter School

-Alliance Charter School

-School District of Philadelphia

-School Reform Commission

Registered Community Organizations.

-Asociacion Puertorriquenos en Marcha

-West Poplar Community Development Corporation

-Yorktown Community Development Corporation

-Uptown Entertainment & Development Corporation

-Temple Area Property Association

-MAP Holistic Community Development Corporation

-Beech Community Services

-Community Land Trust

-32nd Democratic Ward Committee

-Strawberry Mansion Community Concern

-47th Democratic Ward Committee

Civic Organizations

-Metamorphosis Community Development Corporation

-Jefferson Manor Homeowners Association

-Yorktown Community Organization

-Norris Homes Tenants Council

Elected Officials

-City Council President Darrell Clarke

-State Rep. Curtis Thomas

-State Senator Shirley Kitchen

-U. S. Congressman Chaka Fattah

-U. S. Congressman Robert Brady

-City of Philadelphia offices

-Commonwealth of Pennsylvania offices

Nonprofit Organizations (not already identified as RCOs)

-Women's Christian Alliance

-Caring People's Alliance

-Mothers in Charge

-North City Congress

-North Central Victims Services

-Columbus Property Management

-Project HOME

-Tree House Books

-Habitat for Humanity Philadelphia

-Village of the Arts and Humanities

-Affordable Housing Council of Pennsylvania

-Opportunities Industrialization Corporation

-Beckett Gardens Community Center

Private Sector Organizations

-Temple Area Property Association

-Sodexo

-Alpha Business Services

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

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

http://www.temple.edu/community/department.htm

Participation in Public Policy

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

Trademark Licensing

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

Submission Note:

http://www.temple.edu/business-services/TrademarkLicensingPolicy0914.html

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

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

Yes

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

Yes

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

No

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

http://news.temple.edu/announcements/2013-03-18/temple-join-worker-rights-consortium

Hospital Network

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.

Hospital Network

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

The Greenhouse Gas Inventory quantifies Temple's anthropogenic GHG emissions from energy consumption, waste disposal, agricultural activities, use of chemicals and refrigerants, and commuter transportation choices and tracks emissions of three primary greenhouse gases: carbon dioxide (CO_2), methane (CH_4), and nitrous oxide (N_2O). Greenhouse Gas reporting includes only those campuses where the university has operational control and can enforce a change in policy (Main, Ambler, Health Sciences, Podiatric and Tyler campuses).

Using the methodology of CarbonMAP (

http://campuscarbon.com

), GHG emissions are expressed in Metric Tons of Carbon Dioxide Equivalents ($MTeCO_2$). The individual greenhouse gases are converted to carbon dioxide equivalent values using the global warming potential (GWP) of the respective gases to convert them to common units. The total $MTeCO_2$ is the sum of the emissions from each source. Previous inventories were generated using Clean Air – Cool Planet's Campus Carbon Calculator. Temple's emissions data is recalculated annually to reflect updates to emission factors and global warming potentials.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	55,015 *Metric Tons of CO2 Equivalent*	57,166 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	3,430 *Metric Tons of CO2 Equivalent*	2,573 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	90,205 *Metric Tons of CO2 Equivalent*	104,685 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	366 *Metric Tons of CO2 Equivalent*	278 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	3,869.40 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	9,075.78 *Metric Tons of CO2 Equivalent*	125 *Metric Tons of CO2 Equivalent*

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

University computer reuse and recycling program and construction debris recycling program.

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

A brief description of the composting and carbon storage program:

composting of leaves and brush at Temple's Ambler campus

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

purchase of RECs

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	5,313	4,550
Number of residential employees	12	12
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	33,955	25,280
Full-time equivalent of employees	6,947	6,478
Full-time equivalent of distance education students	166	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

Full greenhouse gas inventory report released in May 2009 - Fiscal year 2006 was considered the year with the most complete and reliable data and was established as the baseline year.

Gross floor area of building space, performance year:

10,468,357 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	936,639 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	11,016 *Metric Tons of CO2 Equivalent*
Commuting	24,416 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	5,574 *Metric Tons of CO2 Equivalent*
Waste generated in operations	9,416 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://sustainability.temple.edu/climate-commitment/greenhouse-gas-inventory

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

Outdoor Air Quality

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

Temple complies with the City of Philadelphia's anti-idling ordinance, which prohibits idling for longer than 3 minutes.

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

No

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

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

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

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

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

http://www.dep.state.pa.us/dep/deputate/airwaste/aq/cars/docs/PHL_Parking_Authority_Idling_Ordinance.pdf

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

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.

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

Building Design and Construction

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

As of the end of FY 14, the following building is LEED Certified: MERB 8th and 9th floor (LEED CI). The following buildings are registered LEED projects and are pending review by USGBC: the Architecture Building, Morgan Hall, Montgomery Avenue Parking Structure and the Science Education Research Center.

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

538,261 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	538,261 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

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

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

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

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

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

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

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

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

The aforementioned building projects have been submitted to the USGBC for LEED certification. The USGBC provides for an independent, third party verification of green building design and construction guidelines and policies.

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

http://sustainability.temple.edu/temples-green-buildings

Indoor Air Quality

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

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.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

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).

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

Low Impact Dining

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

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

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

   Or

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

Part 2

Institution:

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

   And

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

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

Submission Note:

1.0 is a placeholder, as this value was not available.

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

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

1

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

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

Yes

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

Yes

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

Yes

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

The Resident dining program has options for the vegan and vegetarian population on campus. The Louis J. Esposito Dining Center has a station dedicated to vegetarian and vegan meal options. Besides the Resident dining program, a range of vegan options are offered in other dining facilities.

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:

https://templedining.sodexomyway.com/dining-choices/index.html

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	1,736,831 *MMBtu*	1,493,233 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	715,069 *MMBtu*	684,037.10 *MMBtu*
District steam/hot water	5,018 *MMBtu*	3,807 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	10,468,357 *Gross Square Feet*	8,266,175 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	936,639 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	404.20
Cooling degree days	114

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

2006 represents first year data is considered complete and reliable

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

The university utilizes its building automation system to regulate temperatures in buildings based on occupancy hours. The setback period is scheduled for evenings and weekends.

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

In FY14, the university installed 120 LED lights in the Kiva Auditorium. Temple installed 17 Watt par 38 LED dimmable lamps, thereby replacing the 100 watt par 38 lamps that were previously used in the space.

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

A number of buildings on campus use motion sensors to reduce energy consumption associated with lighting in several of its buildings, including:

-Alter Hall
-Offices in Pearson/McGonigle renovation
-Architecture building
-Anderson
-Gladfelter
-Ritter Annex
-Annenberg

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

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

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

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

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

The university meters steam, chilled water and electric; however, not every building on campus is metered for all three. Below please find the description of the metering process for steam, chilled water, and electricity. All steam is metered by the YOKOGAWA YEWFLO Vortex shedder type meters positioned in line with the steam supply pipe of each building. All buildings that are monitoring chilled water have YOKOGAWA MAGFLO METERS in line with the supply line from the main chilled water plant. All electrical switchboards monitoring is done by General Electric, Power Logic, and Eaton pulse output mounted electric meters. Also a combination of PT's power transformers, CT's current transformers send a calculated signal of electrical consumption. All pulse output signals for the above equipment are sent to the timeframe data logger every hour. The system is versatile enough for us to retrieve one hour of data and up to three years of data to analyze.

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

The university has an Energy Star rated appliance purchasing policy that requires all departments to purchase energy star rated appliances when an energy star model is available.

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

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

The Pepsi vending machines located on campus are equipped with Vendmisers, which limit the energy consumption of the soda vending machines on campus. Utilizing a Passive Infrared (PIR) Sensor, VendingMiser powers down the soft drink vending machine when the area surrounding it is vacant, while maintaining the temperature of the beverages.

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

Energy efficiency retrofit projects have been grouped together by project type and include the following: (1) lighting upgrades, (2) air handling unit replacements, (3) building automation systems, (4) other mechanical improvements, (5) roof replacements, (6) window replacements, (7) vehicle upgrades and (8) utility upgrades. In 2014, the university completed a Utility Master Plan that identified energy conservation strategies aimed at meeting a 25% energy reduction goal. The ECMs include (1) the reduction of outside air during non-occupancy, (2) adding carbon dioxide sensors, (3) continuous automated commissioning, (4) pipe insulation, (5) air side energy recovery, (6) interior lighting upgrades, (7) HVAC upgrades, and (8) metering. These projects will be tracked by the building and project type when completed. Example energy efficiency and energy conservation projects include:

-Installation of new windows for increased energy performance at Anderson Hall, Gladfelter Hall and Engineering; and,
- Completion of the Utility Master Plan, which identifies energy conservation strategies and large scale efficiency projects;
-Installation of a 4,500 SF, 63-kilowatt solar array on the south-facing roof of Temple's
Edberg-Olson Hall.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:
http://sustainability.temple.edu/topics/energy-and-buildings

Clean and Renewable Energy

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Criteria

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

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

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

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

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	162,417.12 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	71,945 *MMBtu*

Total energy consumption, performance year:

1,736,831 *MMBtu*

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

Temple installed a 4,500 SF, 63-kilowatt solar array on the south-facing roof of Temple's
Edberg-Olson Hall.

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

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

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

The university purchased 21,086 MWh of national wind energy.

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

http://sustainability.temple.edu/solar-panels-edberg-olson-roof

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Criteria

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

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

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

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

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

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

Submission Note:

We used the placeholder of 0 acre for the question of the acreage of campus building footprints. We do not have that information.

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

Biodiversity

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.

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

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

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

Electronics Purchasing

<div align="center">

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

</div>

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:

Energy_Star.pdf

The electronics purchasing policy, directive, or guidelines :

Purchasing - University employees may purchase only ENERGY STAR certified products for all appliances and equipment where this rating exists.

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

The university has a purchasing policy to purchase energy star rated equipment. Computer Business Services sets recommended standards for computer purchases. All of the recommended computer configurations meet EPEAT Silver or above (

http://sustainability.temple.edu/topics/business-services

).

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	4,403,912 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:
6,417,329 *US/Canadian $*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:
http://sustainability.temple.edu/sites/sustainability/files/uploads/documents/TEMPLE%20UNIVERSI
TY%20ENERGY%20CONSERVATION%20POLICY%20FINAL.pdf

Cleaning Products Purchasing

(set aside)

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

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

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

Office Paper Purchasing

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

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:

RecycledPaper9-09.pdf

The paper purchasing policy, directive or guidelines:

Effective September 2009, all copy paper purchased must contain at least 30% recycled post consumer waste.

Effective November 2009, business cards, letterhead stationary and envelopes are printed on 100% post consumer recycled content paper.

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

Items without recycled content are blocked from TUmarketplace. Purchases made with P-Cards are randomly audited.

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

No

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

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

Total expenditures on office paper :

1 *US/Canadian $*

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

http://www.temple.edu/controller/purchasing/SustainabilityPolicies/sustain_index.htm

Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

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

Life Cycle Cost Analysis

Criteria

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

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

Life Cycle Cost Analysis

Guidelines for Business Partners

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

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

And/or

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

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

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

Submission Note:

Data reflects through December 2014.

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

Total number of vehicles in the institution's fleet :

195

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	2
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	26
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Facilities Management continues to replace its aging fleet with alternate energy powered vehicles. Temple has invested in 3 natural gas pumping stations to fuel the CNG vehicles, 2 pump stations on Main Campus and 1 pump station at Ambler Campus. The addition of the CNG pumping station at Ambler Campus enables Facilities Management to employ new city style CNG buses as the Ambler Shuttle transports. This investment significantly reduces air emissions in the TU Shuttle Bus operation. The installation of 13 diesel oxidation catalysts on the diesel fleet helps to clean the vehicle exhaust of harmful particles.

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

http://www.temple.edu/facilities/sustainabaility.html

Student Commute Modal Split

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of 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:

82

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)	18
Walk, bicycle, or use other non-motorized means	47
Vanpool or carpool	6
Take a campus shuttle or public transportation	30
Use a motorcycle, scooter or moped	---

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

University-wide transportation survey

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

http://sustainability.temple.edu/sites/sustainability/files/uploads/documents/TU_TRANS_REPORT_2013_FINAL.pdf

Employee Commute Modal Split

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

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:
50

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)	50
Walk, bicycle, or use other non-motorized means	7
Vanpool or carpool	7
Take a campus shuttle or public transportation	35
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

University-wide transportation survey

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

http://sustainability.temple.edu/sites/sustainability/files/uploads/documents/TU_TRANS_REPORT_2
013_FINAL.pdf

Support for Sustainable Transportation

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

Option A: Institution:

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

    And/or

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

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

Part 2

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

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

- Other strategies

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

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

Yes

A brief description of the facilities for bicycle commuters:

While the university does not have all of the facilities in one place, it does provide those amenities in separate facilities. Temple has indoor storage located in each residence hall on campus and over 1,700 outdoor bike parking spaces on Main Campus. The university makes showers available for bicycle commuters in two buildings: Pearson McGonigle and the IBC Recreation Center. Lockers are available for rent at Pearson McGonigle and the IBC Recreation Center.

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:

Temple has indoor storage located in each residence hall on campus and over 1,700 outdoor bike parking spaces on Main Campus. Most campus buildings have bike racks installed within 50 ft.

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?:

Yes

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

Temple is an urban campus which operates under the city's Complete Streets Guidelines. The city controls the street and sidewalk right-of-way.

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

No

A brief description of the bicycle sharing program:

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?:

Yes

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

The university received Bike Friendly University Bronze designation status in FY 14.

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):

Temple University offers full time students the option to purchase a discounted, semester long transit pass. The pass provides a 10% discount on SEPTA fares. In addition, employees can participate in the WageWorks program, which enables them to purchase transit passes or tokens using pre-tax dollars. In FY13, approximately 12% of the eligible employees utilized this program to purchase discounted public transit access.

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

No

A brief description of the GRT program:

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

No

A brief description of the carpool/vanpool program:

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Main Campus and Health Science campus offer car sharing through Enterprise CarShare and Zip Car. Cars are available on or within walking distance to campus. There are also discounts available to the Temple community for both of the car sharing programs. Many of the cars on or near campus are hybrids.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

There are two electric vehicle recharging stations located on campus.

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

No

A brief description of the telecommuting program:

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

No

A brief description of the condensed work week program:

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

Yes

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

The University has established a program that provides financial support for full-time staff and faculty who purchase homes in the communities surrounding its Main and Health Science campuses. In partnership with the City of Philadelphia, Temple is offering financial support and access to programs aimed at putting home ownership within reach for its faculty and staff. Through a combination of these programs, full-time Temple employees may be eligible to receive up to $9,000 in funding toward the purchase of homes within selected Philadelphia zip codes.

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

Yes

A brief description of other sustainable transportation initiatives and programs:

Discounted rates are available to the Temple community who use carshare.

A 15% discount is available to the Temple community for the purchase of bikes through Fuji and Breakaway Bikes.

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

http://sustainability.temple.edu/topics/transportation

Waste

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

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

Waste Minimization

<div align="center">

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

</div>

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	981.03 *Tons*	1,031.50 *Tons*
Materials composted	368.70 *Tons*	270 *Tons*
Materials reused, donated or re-sold	1,035.36 *Tons*	20.50 *Tons*
Materials disposed in a solid waste landfill or incinerator	3,163.85 *Tons*	4,439.88 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	5,313	4,550
Number of residential employees	12	12
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	33,955	25,280
Full-time equivalent of employees	6,947	6,478
Full-time equivalent of distance education students	166	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

FY 2006 was the first year of reliable reported data

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

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

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

1. Temple's Computer Recycling Center accepts donations of unwanted office supplies and makes them available at no cost to other departments and students on campus through Swap Tables and the Swap Room located in the TECH Center. The CRC was able to rescue multiple pallets of office supplies from the USB building before it was demolished.

2. University departments give their surplus to the Office of Facilities Management. This surplus furniture is made available to other departments on campus as an alternative to purchasing new furniture.

3. The School of Podiatric Medicine makes clinical equipment available to its alumni when the school no longer wishes to retain it.

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

Temple University uses self-service banner for all of its course catalogs and schedules. Hard copies of the catalogs and course schedules are no longer made available. The university's directory is hosted online via the cherry and white directory, and hard copies are not made available.

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

1. All currently-enrolled Temple University students paying the University Services Fee receive a free printing quota. This quota may be used for standard (8.5" x 11" black and white) and color laser printing only. There is a charge for plotters and some specialty printing. The amount of your quota depends on the amount of University Services Fee paid (based on credit hours) for the semester in which you are enrolled. If you exhaust your quota, your Diamond Dollars account will be automatically charged for any printing. At the end of each six-month printing period, any unused quota is deleted. The quota has no cash value; there are no refunds or transfers for unused quotas.

2. Duplexing is the default setting for printers in the Tech Center. This reduces the amount of used paper generated.

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

Temple's Residential Life Department organizes an end of the year clean-out, which focuses on collecting donations from students leaving the residence halls. The clean-out targets clothing, food, carpet, household items, and electronics. With the exception of electronics, the items are donated to local charities. The electronics are recycled through the university's computer recycling center.

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

1. Since 2011, over 100 water bottle filling stations have been installed throughout Temple campuses, providing cool, filtered water to the Temple community. Most water bottle filling stations have a counter located on them to track how many bottles were diverted from the waste stream through the use of the station.

2. Collection boxes for book donations are located throughout campus. The books are donated to a Better World Books.

3. Rentacrate supplies durable plastic containers for moves, offering a sustainable alternative to throw-away cardboard boxes. Rentacrate bins can be used for dormitory move-ins and also by university offices for small or large moves.

4. Staples and Alpha have developed a program in partnership with Temple University where ordered office supplies are delivered in reusable boxes and returned back to Alpha. The program is estimated to remove 16,000 boxes or 12.8 tons of cardboard from the waste stream per year.

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

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Pre-consumer food waste from Johnson and Hardwick dining hall and Howard Gittis Student Center is collected for composting.

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

Post-consumer food waste from Johnson and Hardwick dining hall is collected for composting.

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):

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Sodexo offers discounts for using a reusable mug at all of its retail locations. The price of a coffee refill for a reusable mug is only $1.

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

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

http://sustainability.temple.edu/topics/recycling-and-waste-minimization/waste-minimization

Waste Diversion

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

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*.

Submission Note:

Figures updated as of FY14.

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

Materials diverted from the solid waste landfill or incinerator:

2,385.09 *Tons*

Materials disposed in a solid waste landfill or incinerator :

3,163.85 *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:

From 2006 through 2014, Temple reduced its waste by 29% and increased its recycling by 74%. As of FY 2014, Temple boasted a recycling rate of 44%. Programs to reduce waste and increase recycling include: the residence halls' annual Give and Go Green program where students donate items for donation to charities; an EPA award winning electronics recycling program; recycling glass from artists' studios; reduction of student paper allocation at the Tech center; installation of water bottle filling stations to reduce the number of single use bottles; donation of surplus furniture and clinical equipment. Since FY 2009, Temple implemented construction waste recycling. In FY 2014, the university diverted over 90% of materials from new construction activities from landfills.

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

In spring 2013, the university's food provider Sodexo launched a food donation program at the Diamond Club, a faculty and staff dining facility. Sodexo donates leftover meals to the Boys and Girls Club in North Philadelphia, All of the donations are weighed and

incorporated into the university's Recycling and Trash report.

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

Temple composts pre-consumer food waste in the student cafeteria as well as at the retail dining locations at the Howard Gittis Student Center. Picked up daily, the pre-consumer food waste is composted at a commercial composting facility.

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

Temple composts all post-consumer food waste generated in the student dining cafeteria. The food waste is picked up daily and transferred to a commercial composting facility. In FY 2014, approximately 186 tons of food waste was composted from the student dining center and the university's basketball arena.

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

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

Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	---

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

Tyler School of Art glass, office supplies, construction waste, theater sets and unwanted installation projects from the Tyler School of Art (via Revolution Recovery).

Construction and Demolition Waste Diversion

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

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:

1,082.30 *Tons*

Construction and demolition materials landfilled or incinerated :

103.89 *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:

The university has included a 75% construction waste recycling rate in its technical specifications for all of its major renovations and new construction projects. The vendors are required to submit a recycling and waste minimization plan with their bid proposal.

Hazardous Waste Management

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

Temple University manages its waste in accordance with all applicable federal, state and local regulations. The University has comprehensive waste management program which utilizes various strategies (training, handbooks, guides, handouts, posters, audits, etc...) to safely manage and minimize its regulated and non-regulated chemical waste. The University has a robust chemical waste minimization program in place. Traditional means of minimization such as purchasing control, operational control, source reduction and inventory and storage controls are used at the University. The University also has successful utilized a mercury thermometer exchange program, chemical redistribution program, solvent recycling program and a rag laundering program to minimize the amount of waste shipped off site for disposal.

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

The University utilizes a process where individuals can request that a chemical waste (hazardous, universal, non-regulated) be safely removed from their area. The chemical waste is transferred to a Central Accumulation Area where it's classified, segregated and stored to await final disposal.

The University disposes of all chemical waste through a contracted waste vendor. All waste is transported to a permitted TSDF or recycling facility.

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

Unknown

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

The Temple University -Environmental Health and Radiation Safety (EHRS) has developed a solvent recycling program to help reduce the volume of solvents that are sent off site for disposal as hazardous waste. In addition, the program also assists University faculty and staff to save on purchasing costs.

The solvent recycling program is successful in recovering various solvents for re-use through the University. Some of the solvents that are currently capable of being recovered are listed below:

Acetone Formalin Xylene (s) Ethyl Alcohol

The solvent recovery program is capable of providing purified, distilled product as at technical grade level. The program utilizes proven quality assurance methods to ensure the over-all quality of the product.

The EHRS maintains an inventory of excess recycled solvents that are available at no cost. Refer to the Chemical Redistribution List for the type of solvents that are currently available.

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):

The mission of the Computer Recycling Center is to gather surplus electronic and electronic related equipment from around the university, wipe and destroy any data that is on the equipment, test and refurbish equipment when and where possible, redeploy the equipment where appropriate and lastly arrange for the proper and recommended handling disposal of all unusable equipment and scrap. With equipment that the CRC is not able reuse, it seeks out local third parties that process material locally by breaking materials down to basic commodities for recycling. The CRC seeks third parties that have or are seeking third party certifications for the proper destruction and downstream disposition of our materials. These certifications and permits include but are not limited to Class D Recycling Permits, R2 and/or E-stewards Certifications. The CRC follows up with its own announced and unannounced site visits as well as monitor information related to the industry, organizations and government agencies related to this field. The CRC also requires reports back on the material and weights sent to their facility.

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

The mission of the Computer Recycling Center is to gather surplus electronic and electronic related equipment from around the university, wipe and destroy any data that is on the equipment, test and refurbish equipment when and where possible, redeploy the equipment where appropriate and lastly arrange for the proper and recommended handling disposal of all unusable equipment and scrap.The CRC begins by processing as much in house as possible without compromising the safety of its staff. This begins with serial number tracking and data destruction. In light of data security, the CRC has invested heavily in software, hardware and training to ensure it has the capability to secure and destroy information stored in its many forms. are currently researching the possibility of a 3rd party verification and certification of our data destruction process.

The CRC operation has a unique connection to Temple University's Environmental Health and Radiation Safety. They are responsible for all the contracts related to and proper disposal of all our batteries and bulbs. Storage containers are provided to the CRC and monitor by the CRC and EHRS for disposal cycles. EHRS provides training for our staff on worker safety with lifting and moving equipment as well as storing liquids, batteries or other materials.

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

http://www.temple.edu/ehrs/waste-management/

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

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.

Submission Note:

Vegetated acres provided by 2005 Landscape Master Plan. Temple's EnergyCAP reporting system was used to determine water use. All water use data reported is considered potable.

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

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

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	489,340,000 *Gallons*	407,439,000 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	489,340,000 *Gallons*	407,439,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	5,313	5,046
Number of residential employees	12	12
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	33,955	32,251
Full-time equivalent of employees	6,947	6,414
Full-time equivalent of distance education students	166	158

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	10,468,357 *Square Feet*	9,055,532 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	38 *Acres*	38 *Acres*

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

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

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

The baseline year of FY 2011 for water use differs from the greenhouse gas reporting baseline year of FY 2006. FY 2011 represents a three-year period from the performance year and was selected because data is available through the online EnergyCAP reporting system.

Water recycled/reused on campus, performance year:

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

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

In the Montgomery Garage and Morgan Residence Hall, the university captures rainwater and uses it to flush plumbing fixtures in that building.

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

Temple has installed water metering on several of its buildings, and continues to expand full metering (water, chilled water, steam, electricity) across campus.

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

The Liacouras Center introduced waterless urinals in all of its concourse restrooms. The residence halls also installed low flow toilets and shower heads 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):

The university has increased the number of native and adaptive species used in the campus plantings. Moreover, the campus increasingly is using pervious pavers in new hardscaping projects as a technique to meet the city's new stormwater management regulations. The Science Education Research Building and the Montgomery Garage both feature pervious pavers.

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

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

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

http://sustainability.temple.edu/topics/water

Rainwater Management

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

Yes

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

The university has utilized a number of stormwater management features in its new construction and existing buildings, including: rainwater harvesting, rain gardens, underground cisterns, green roofs, a pervious pavement pilot and increased vegetative space.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Storm water management is required on all new campus projects. Temple has incorporated stormwater management strategies throughout its 2014 Landscape Master Plan, including the use of tree plantings, vegetative bumpouts, and pervious pavers.

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

The university has introduced grey water systems in the Montgomery Parking Garage, the first four floors of the Morgan Residence Hall and Pearson McGonigle renovation.

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

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

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

The university has three green roofs on campus. At the 2002 Philadelphia Flower Show, Temple University Ambler Landscape Architecture and Horticulture students provided the inspiration for the current green roof research taking place at the Ambler campus. Three years later, Temple University Ambler unveiled a working green roof atop the new Intercollegiate Athletics Field House, built with the assistance of a $50,000 grant from PECO, an Exelon Company. Extensive green roof systems generally have planting media depths of less than one foot that support low-growing plants with a shallow root base. The PECO Green Roof is of the extensive variety, supporting colonies of carefully selected plants, all native to the region, in approximately six inches of a lightweight medium.

The second green roof was located in the awnings of the Temple Towers Residence Hall. Small in size, this green roof allowed the university to test the material in an urban setting.

In 2012, the university unveiled a third green roof on the new architecture building. The project encompasses over 9,000 square feet of roof space and is visible to students from the third and fourth floor interiors.

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

The College of Engineering conducted a porous pavement pilot outside of the Engineering building. The university also employed pervious pavers in the Montgomery Garage and SERC hardscaping.

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

A brief description of any rain gardens on campus:

The Ernesta Ballard Healing Garden — the culmination of three years of work of more than 70 students, Landscape Architecture and Horticulture faculty and campus Arboretum staff supported by campus administration and facilities management — includes a central labyrinth, a woodland glade, meadows, a hedgerow, two pathways, a pond, which has proven very attractive to birds and wildlife, a wooden bridge constructed from the wood of a black walnut tree that once stood on the site, three rain gardens, and a vegetated swale. In addition, the Wetland Garden behind Cottage Hall on Ambler campus includes the following sustainable elements: recycled-glass pavers, biological filtration of campus storm water runoff, a solar fountain and native plant communities. In May of 2014, the university partnered with PWD to install a rain garden near the football training facility on Diamond Street.

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

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

The Ernesta Ballard Healing Garden — the culmination of three years of work of more than 70 students, Landscape Architecture and Horticulture faculty and campus Arboretum staff supported by campus administration and facilities management — includes a central labyrinth, a woodland glade, meadows, a hedgerow, two pathways, a pond, which has proven very attractive to birds and wildlife, a wooden bridge constructed from the wood of a black walnut tree that once stood on the site, three rain gardens, and a vegetated swale.

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

The university utilizes underground cisterns to capture stormwater during major storm events. In some buildings, the water captured in the cisterns are used to flush plumbing fixtures. In other areas, the water collected in the cisterns is released into the sewer system after the major storm event.

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

Wastewater Management

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*.

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

Planning & Administration

Coordination, Planning & Governance

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

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

Submission Note:

http://sustainability.temple.edu/ambassadors

"---" 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:

Temple University has an Office of Sustainability. The Office produces an annual report which summarizes sustainability initiatives each academic year. Those reports are publicly available here:

http://sustainability.temple.edu/about-us/annual-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:

Temple has several sustainability committees. The Sustainability Advisory Group is a presidential committee established to assist in the development of the Climate Action Plan. Following the development of the Climate Action Plan, the charge of the Sustainability Advisory Group is to work with the Office of Sustainability on the implementation of the plan, including the development of annual goals, metrics and reporting on the progress. Sustainability Ambassadors: The university has a council of sustainability ambassadors for each campus. This group meets once a month to develop strategies on advancing sustainability on campus. The ambassadors are responsible for communicating initiatives on sustainability to their constituent groups, offering advice and insight, reporting problems or best practices that they see and generally being a resource on sustainability at the local level (

http://sustainability.temple.edu/ambassadors

).

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

Jaclyn Boone, Undergraduate Student
Margaret Carney, University Architect
Katherine Switala Elmhurst, PhD Student in Engineering
Kenneth Kaiser, Associate VP Budget & Finance
Vicki Lewis McGarvey, Vice Provost for University College
Michael Olszewski, Faculty in Horticulture
Robert Siegfried, Associate VP of Facilities
Teresa Scott Soufas, Dean College of Liberal Arts
Gary Witt, Faculty in Business

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

http://sustainability.temple.edu/about-us/advisory-group

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

Temple University's Office of Sustainability is responsible for advancing sustainable academic initiatives and research, creating a sustainable campus environment and culture, and improving outreach and engagement on sustainability issues.

The Provost also has a Director of Sustainability Education who focuses specifically on education initiatives.

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

2.50

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

http://www.temple.edu/sustainability

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Kathleen Grady

A brief description of each sustainability officer position:

The Director of Sustainability leads the Office of Sustainability in implementing the university's Climate Action Plan and is responsible for developing partnerships within the university to advance sustainability on campus in the areas of transportation, energy conservation, energy efficiency, recycling, waste minimization and water conservation. The director also works with faculty, staff and students to foster a sustainable culture on campus via curricular and co-curricular activities.

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

http://sustainability.temple.edu/about-us/staff/kathleen-grady

Sustainability Planning

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

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

Other	No	No

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

The university's Climate Action Plan outlines goals and strategies for integrating sustainability into the academic curriculum. The plan is based on the Academic Initiative Committee report to the Provost in 2009. The plan outlines strategies for both undergraduate and graduate programs.

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

The plan sets forth strategies for advancing sustainability education on campus. For undergraduate education, the strategy is to create an interdisciplinary certificate program. For graduate studies, the Climate Action Plan identified the objectives of creating an MS in environmental science, an MS in sustainable business, and an interdisciplinary graduate program in sustainability.

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

In 2014, Temple University appointed a Director of Sustainability Education in the Provost's office. The Director of Sustainability Education is responsible for developing degree programs and integrating sustainability into the academic curriculum. Prior to this year, the Office of Sustainability was responsible for advancing sustainability curriculum, and had worked to develop the interdisciplinary sustainability certificate for undergraduates.

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

The university's Climate Action Plan outlines goals and strategies for advancing sustainability related research. Temple is uniquely well situated as a large, public, urban comprehensive university to provide an evidence based, translational research initiative in Urban Ecology that advances basic and applied knowledge in the dynamics and interactions of plant, animal, human, land, and climate systems of urban settings and the impacts of urban settings on environmental systems. The plan recommended that Temple's Urban Ecology research activities aim to: (a) better understand the human impacts on urban ecological systems towards the goal of designing healthier and better managed communities as well as protecting and conserving ecological systems; (b) examine the effects of natural resource use in urban settings as a means of improving knowledge of urban resource management; (c) analyze the dynamics of urban climate systems and natural hazards as a basis for improved knowledge about climate and hazards mitigation in urban regions; (d) contribute to knowledge and practice at the
intersection of environmental and water quality, biodiversity, the food chain and public health concerns; (e) providing best practices solutions for aging urban infrastructure; and (f) contribute to short, middle and long-term solutions through innovations in technology, policy, and management for urban environmental systems.

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

Strategies for advancing sustainability research include the creation of an
interdisciplinary Center for Urban Ecology. This proposed Center will connect
faculty research activities in an integrative manner through interdisciplinary efforts drawing from departments and colleges to create a
university-wide sustainability research enterprise. The proposed Center will involve faculty and graduate fellows to conduct sustainability
research related to the urban ecology theme, sponsor visiting scientists, host seminar and workshop events, and build interdisciplinary

research teams related to the emphasis areas outlined above. In addition to the proposed center, the university is also supporting student research efforts through the CARAS research program and has started a graduate resource award program.

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

The following offices are responsible for fostering sustainable research and meeting the plan's objectives: Director of Sustainability Education, the Office of Sustainability and the Provost's Office.

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

The Temple Climate Action Plan sets forth a campus engagement outreach plan. The plan recommends complementing formal educational experiences through providing a strong array of co-curricular activities that extend beyond the realm of course and curricular activities. The plan recommends co-curricular activities that pertain to all levels of educational attainment, including undergraduate, graduate and professional programs. The campus outreach planning efforts build on existing programs or assets on campus.

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

The strategies set forth in the Climate Action Plan include:

· New student and family orientation sessions in sustainability
· Participation in national events to raise awareness on sustainability such as: Campus
Sustainability Day, RecycleMania, the National Teach-In on Global Warming, National
Park(in) Day and Earth Day
· The creation of Residence Hall Sustainability Representatives
· Holding speaker series on environmental topics in Civil and Environmental Engineering and in the School of Environmental Design
· Student organizations with sustainability initiatives, including: Students for Environmental Action, Students for Responsible Business, Temple Community Gardens, Environmental Law Society
· Student led projects, including the light switch decal program
· Create a Living and Learning Community in Sustainability within a residence hall; (b) to foster sustainability competitions among residence halls related to the reduction
of energy use, increase in recycling, and integration of slow and local food practices; (c) to create student groups in professional schools that raise awareness about sustainability;
· creation of student internship opportunities in sustainability;
· broaden the base of guest speaker and lecture series related to sustainability; and,
· transform Temple's Main Campus into a Living Laboratory that encourages
students to develop and implement sustainability projects, installations, and technological innovations that improve the overall university compliance with the Climate Action Plan tenets

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

The Office of Sustainability is responsible for campus engagement planning.

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

The Climate Action Plan outlines the campus engagement/outreach goals and objectives for the university. The main objective of outreach in sustainability at Temple is to extend the university's research and educational missions through public education, dissemination, and awareness for life-long learners, within different types of institutions, and across geographic settings. The plan's approach is to foster collaboration with the surrounding community to achieve mutually agreed upon goals in alignment with Philadelphia's Green initiatives.

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

The Plan outlines the following outreach strategies for the university in advancing sustainability education:

· Foster greening initiatives at local sites where immediate impacts for improving environmental quality and sustainability goals are achievable, building on the presence of strong community organizations
· Develop an advisory board that provides public information and advice related to sustainable community development, local environmental quality issues, and public actions for sustainable living
· Create an interactive web site on sustainable initiatives that individuals and groups can undertake, engage, and promote
· Implement a public speakers bureau including both Temple and Community participants available to provide lectures, talks, workshops, and other events in local schools, neighborhood associations, and community organization settings
· Develop partnerships and programs for pre-school through 12th grade students in both formal and informal educational setting

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

The Office of Sustainability is responsible for campus public engagement planning and implementation.

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

Temple University has developed a Climate Action Plan. The Climate Action Plan has been submitted to the American College and University President's Climate Commitment on May 24, 2010 and outlines Temple's plan for achieving climate neutrality, including:

Establishing a target date for achieving climate neutrality;
Setting interim targets for goals and actions that will lead to climate neutrality;
Integrating sustainability into the educational curriculum;
Expanding research and community engagement;
Establishing mechanisms for tracking progress on goals and actions.

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

As an interim goal to carbon neutrality, Temple has set a target of reducing campus-wide greenhouse gas emissions to 30% below baseline (fiscal year 2006) levels by 2030. This corresponds to an emissions target of 158,353 metric tons carbon dioxide equivalent by 2030, which is approximately 68,000 metric tons carbon dioxide equivalent below FY 2006 levels, and 130,000 metric tons carbon dioxide equivalent below business-as-usual emissions (45% reduction below business-as-usual).

Prior to the 2030 goal, Temple will target the following:
· 5% below baseline (fiscal year 2006) levels by 2015 (Corresponds to an emissions target of 214,907 metric tons carbon dioxide equivalent by 2015)
· 15% below baseline (fiscal year 2006) levels by 2020 (Corresponds to an emissions target of 192,285 metric tons carbon dioxide equivalent by 2020)

· 22% below baseline (fiscal year 2006) levels by 2025 (Corresponds to an emissions target of 176,450 metric tons carbon dioxide equivalent by 2025)

Temple intends to achieve zero net greenhouse gas emissions by 2050.

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

The Office of Sustainability is responsible for the Climate Action Plan.

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

The university has a number of formal plans to address the sustainability of its buildings, including the Climate Action Plan, and the Utility and Energy Master Plan. The Climate Action Plan sets forth demand side and supply side efforts to reduce the greenhouse gas emissions associated with the built environment. The Utility and Energy Master Plan covers the utility infrastructure of the university, but also has a dedicated section on developing energy conservation measures for university facilities.

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

The Climate Action Plan sets out specific measurable objectives associated with each recommended strategy for the built environment.

Project Type Demand Side Management
Project Title Phase I Building Automation Systems
Project Description:Building automation systems will be implemented in the following facilities beginning 2010 and to be completed as soon as possible (see Appendix A):
Biology & Life Sciences Building; Barrack Hall; Bell Building; PNAH; Dental
School (Old and New); Wachman Building; Old Medical Building; Beury Hall;
New Tyler; 1300 C. B. Moore; HSC CCWP West; Anderson Hall; Medical
Research Building; Ritter Hall and Annex; Weiss Hall; Gladfelter; Pearson /
McGonigle; Faculty Student Union; Klein; Paley Library; New Medical School;
Temple Towers; Mitten Hall; Student Activities Center; Kresge Hall; Podiatric
Building (Main and Dorm); CEA; Conwell Hall; Johnson; Speakman;
Annenberg / Tomlinson; SAC 2; Standby Generator; Ambler Learning Center;
Comprehensive Cancer Center; 1940 Residence Hall; Student Pavilion; White
Hall
Project Metrics:
Simple Payback (years) 6
Annual Energy Cost Savings $1,550,700
Annual GHG reduction (MTCO2E) 8,165
Annual Energy Savings: 7,753,500 kWh, 77,500 MMBTU

Project Type Demand Side Management
Project Title Phase II Plant Development Fund Projects
Project Description: Planned building improvements will be implemented in the following facilities in the near term (see Appendix B):
Health Sciences Campus-Central Steam
Plant; Ambler Campus; Pharmacy Building; Anderson Building; Medical
Research Building; Gladfelter Building; Faculty Student Union; Kresge Hall;

Podiatric Building; School of Engineering & Architecture; Conwell Hall; Ritter Hall; Medical Office Building; Main OFM; Dixon Building; Widener Hall; Bright Hall; Ambler Administration

Project Metrics:

Simple Payback (years) 10-14

Annual Energy Cost Savings $2,447,000 - $3,695,800

Annual GHG reduction (MTCO2E) 11,760 – 17,900

Annual Energy Savings: 15,406,700 – 24,262,800 kWh, 70,600 – 99,710 MMBTU

Project Type Demand Side Management

Project Title Phase III Energy Conservation Measures for High Energy Using Buildings

Project Description: Energy conservation measures will be implemented in the following facilities by 2020 (see Appendix C): Biology and Life Sciences Building; Beury Hall; Mitten Hall and Annex; Ritter Annex; Wachman Hall; Weiss Hall; Dental School (old and new); Faculty Student Union; Kresge Hall; Medical Research Building; Pharmacy Building.

Project Metrics:

Simple Payback (years) 6 – 10

Annual Energy Cost Savings $3,746,800 - $6,634,500

Annual GHG reduction (MTCO2E) 19,580 – 34,670

Annual Energy Savings: 30,582,763 – 54,880,280 kWh, 68,850 – 114,650 MMBTU

Project Type Demand Side Management

Project Title Design standards for new construction

Project Description: Target new building design to limit energy usage to 30% below the industry standard baseline (ASHRAE 90.1).

Project Metrics:

Simple Payback (years) -

Annual Energy Cost Savings $2,120,000

Annual GHG reduction (MTCO2E) 11,130

Annual Energy Savings: 15,840,000 kWh; 53,340 MMBTU

Project Type Supply-Side Management

Project Title Combined Heat and Power (CHP)

Project Description: Design, development, and installation of a back pressure steam turbine & generator or a gas turbine with heat recovery system at one of the Main

Campus Central Steam Plant boilers. Assumes natural gas heat input of 100,000 MMBTU.

Project Metrics:

Simple Payback (years) 3

Annual Energy Cost Savings $350,000

Annual GHG reduction (MTCO2E) 1,833

Annual Energy Savings: 35,000 MMBTU

The Utility and Energy Master Plan set forth individual energy conservation measures that have ROI assessments. The implementation period for the projects in the Utility and Energy Master Plan are within 2 years.

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

Energy Office, Office of Facilities Management and the Office of Sustainability.

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

N/A

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

N/A

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

N/A

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

In FY 14, the university completed the Utility Master Plan, which dedicated a chapter to Energy Conservation Strategies aimed at meeting a 25% energy reduction goal.

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

The Energy Conservation Measures identified in the Utility Master Plan included (1) the reduction of outside air during non-occupancy, (2) adding carbon dioxide sensors, (3) continuous automated commissioning, (4) pipe insulation, (5) air side energy recovery, (6) interior lighting upgrades, (7) HVAC upgrades, and (8) metering. These projects will be tracked by the building, project type when completed, simple payback and energy savings.

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

University's Energy Office

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

In FY14, Temple completed its new Landscape Master Plan, which sets forth the university's guidelines for green spaces, street furniture, stormwater management infrastructure, on-campus circulation and bike amenities.

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

The Landscape Master Plan promotes sustainability through the following recommendations: 1) doubling bicycle parking on campus; 2) adding bike paths on campus; 3) establishing LED fixtures as the exterior lighting standard; 4) identifying clearly recognizable outside recycling standards; 5) incorporating stormwater management features into the green spaces; 6) setting pervious pavers as the paving standard on campus; 7) increasing the number of green spaces on campus. The plan divides the landscape projects into three phases: 0-5 years; 6-10 years and 10 years and beyond.

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

Project Delivery Team, Office of Sustainability and Grounds Department

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

N/A

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

N/A

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

N/A

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

The Climate Action Plan identifies goals and objectives for promoting sustainable transportation. Temple's transportation-related emissions represent 21% or approximately 45,000 tons of the university's FY 2008 greenhouse gas emissions. Commuting is a significant emissions source: approximately one million miles are driven by single-occupant Temple commuters on a weekly basis, including Philadelphia and Ambler campuses. According to a university survey conducted in December 2007, an estimated 40% of all students, faculty and staff commuters drive alone. On the other hand, 41% of Temple's commuters do not use a car at any point in their commute, instead taking public transit, bicycling or walking.

The recommendations developed by the Transportation Committee were based on an understanding of the three principal ways in which GHG emissions can be reduced in the transportation sector:

1) Reduce motorized travel associated with the university's mission, including student, staff and faculty commuting, operations of the university's vehicle fleet, and travel to off-campus sites for university business and academic meetings and conferences.
2) Increase the efficiency of motorized travel by reducing single-occupancy vehicle travel, increasing shared travel and non-motorized travel, and encouraging the purchase of higher fuel-efficiency vehicles.
3) Reduce the carbon intensity of fuels for motorized travel by encouraging the purchase by commuters and university vehicle fleet managers of vehicles that operate on compressed natural gas, biodiesel, electric batteries and other lower-carbon content sources of energy.

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

Project Title Priority Parking and Lower Parking Rates
Project Description: Priority parking and lower rates would be given to low-GHG
emission vehicles (those with combined city-highway fuel economy ratings of 35 miles per gallon or higher) and motorcycles. Discounts would be based upon revenue-neutral
pricing, which raises parking fees for non-fuel-efficient vehicles a small amount in order to fund deep discounts for the comparatively

smaller number of high-fuel-efficiency vehicles used by Temple commuters. To implement such a program would require an awareness campaign to inform commuters of Climate Action Plan, the incentives, redrawing of the parking garage layout to create more priority parking spots, and additional signage. Similar discounts could be applied to vehicles used for carpooling.

Timeline Short-term goal (i.e., by June 30, 2011) Funding No funding required

Coordination Internal university coordination Estimated GHG Reduction 4,661 MTCO2E (10.3% of FY2008 transportation emissions)

Assuming a 50% conversion of commuter vehicles to a fuel economy of 35 miles per gallon. commuter vehicles to a fuel

economy of 35 miles per gallon.

Project Title University Transit Pass Program

Project Description: This program would be negotiated with the metropolitan public

transit authority, SEPTA, to provide reduced fee transit passes for all registered students. The program could be funded through student fees, university administration contributions or a combination.

Funding Little or no university funding required

Coordination Coordination with public transit agency

Estimated GHG Reduction 2,336 MTCO2E (5.2% of FY2008 transportation emissions)

Project Title Offsets of Air Travel

Project Description: This recommendation is a combination of university-related air

travel recommendations including (1) providing information about the carbon footprint of air travel to travelers, (2) establishing a University Carbon Fund based on voluntary purchase of carbon offsets, (3) establishing a carbon travel credits policy to enforce limits on university departments or offices, (4) establishing minimum miles or travel time limits, and (5) increasing Temple University teleconference capabilities at the university.

Funding No funding or one-time funding (Carbon Fund and expansion of

teleconferencing)

Coordination Internal university coordination

Estimated GHG Reduction 7,950 MTCO2E (17.6% of FY2008 transportation emissions)

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

Office of Sustainability, Bursar's Office and Parking Services.

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

In May 2010, Temple University adopted its Climate Action Plan, which delineated the university's interim goals for reducing its carbon footprint and infusing sustainability into the campus culture. The Climate Action Plan addressed the role of waste minimization and recycling as part of its comprehensive efforts to reduce the university's carbon footprint. Since the adoption of the plan, Temple has achieved a 10% reduction in its greenhouse gas emissions derived from solid waste. While this is a noteworthy success, the university's recycling rate continues to remain at 30%, with only 20.3% of core materials being recycled. Core materials include mixed paper, cardboard and aluminum, glass and plastic beverage containers.

This report was prepared in response to the Climate Action Plan, which recommended the creation of a Waste Minimization and Recycling Committee that is tasked with identifying strategies for achieving tangible reductions in waste and increasing Temple's recycling rate to 40% by 2015. This report lays out the committee's findings and recommendations.

This report reviews the goals established in the Climate Action Plan, provides an overview of Temple's existing waste minimization and recycling practices, and examines the successes and challenges of the current program. The report then sets forth a series of

recommendations aimed at increasing the university's recycling rate while minimizing its waste stream.

This report identifies ten action areas to be considered when developing a comprehensive recycling and waste minimization program. The areas include:

1. Education, Training and Outreach. Temple University has an extensive recycling program and an array of waste minimization initiatives. However, many students, staff and faculty are still unclear on the materials that can be recycled on campus or what they can do to reduce waste. This section outlines educational programming, training and outreach aimed at increasing recycling rates among the Temple community and minimizing the waste generated.

2. Labeling and Containers. This section reviews the types of containers utilized on campus, their multi-material sorting methods and the consistency in the labeling of recycling receptacles on campus.
3. Outdoor Recycling Facilities. The outdoor recycling program has a strong infrastructure on campus. This section explores opportunities to further strengthen the program, including reviewing the consistency and distribution of the outdoor recycling containers on campus.
4. Expansion of Plastic Recycling. This section looks at the breadth of the university's plastic recycling policy and ways to build on synergies with and successes of the City of Philadelphia's recycling program.
5. Institutionalized Reuse and Recycling of Surplus Inventory. Temple University generates a large amount of surplus inventory due to its size and its need to be on the cutting edge as a research facility. This section investigates new opportunities for recycling and waste diversion of surplus inventory, such as clinical and laboratory materials, major appliances, furniture, research equipment, and electronics.
6. Waste Minimization and Recycling at Special Events. University departments host a variety of special events throughout the year. This section looks at ways to increase recycling and minimize waste associated with these events.
7. Purchasing. This section explores opportunities for the university to minimize its waste and increase its recycling rate through its purchasing policies, procedures and practices.
8. Housing and Residential Life. Temple's residential community is comprised of approximately 5,200 students and is expected to grow in the future. This section suggests ways to increase the recycling rate in the residence halls and promote waste minimization. Areas addressed include outreach and education, containers and facilities, moving and composting.
9. Food Waste and Dining Facilities. Each year, Temple diverts 165.60 tons of food waste from entering the waste stream. This section highlights opportunities to increase the amount of food waste diverted and to minimize the amount of dining related waste generated through infrastructure changes, recovery programs and education and outreach.
10. Harnessing Technological Advancements. Technological improvements and increased availability present new methods for students, staff and faculty to reduce the amount of waste they produce. This section looks at the promotion of existing technologies as a tool for reducing waste levels.

The report sets forth recommendations for each of the above identified action areas. The recommendations can be implemented in four phases: immediately (completion by the end of calendar year 2011), short-term (completion by June 2012), mid-term (completion by June 2015), and long-term (completion by June 2020). The implementation of the recommendations will require university departments to forge new partnerships and institute institutional procedural change. Additionally, while the goal of the report is to develop programs and practices that are revenue neutral, there will be some upfront costs to implement the recommendations.

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

The Climate Action Plan established a goal of reducing the amount of greenhouse gas emissions derived from land-filled solid waste by 10% by 2015 relative to the 2006 baseline level. The Climate Action Plan estimates that Temple emitted 5,229 metric tons of carbon dioxide equivalent (MTCO2E) in 2006. A 10% decrease is equivalent to 529 MTCO2E. The university successfully achieved that reduction in 2008. In fact, between 2006 and 2010, Temple reduced its emissions associated with solid waste by 19%.

Although it reached its 10% greenhouse gas emissions reduction benchmark, the Climate Action Plan identified additional waste

minimization and recycling recommendations, which are listed below:

• Increase the recycling rate from 32% to 40% by 2015;
• Increase outdoor recycling opportunities to ensure that every trash can is accompanied by a recycling can;
• Explore composting of food waste;
• Review opportunities in the food service areas to replace disposable dinnerware and eating utensils in all dining halls;
• Review business practices that contribute to excess waste; and,
• Engage students in residence halls to reduce waste.

It should be noted that the Climate Action Plan did not identify a specific target for the reduction of trash. A goal and benchmark system for waste reduction may be something that the Waste Minimization and Recycling Committee considers as a way to evaluate the success of the university's efforts.

This report will explore opportunities on campus to increase its recycling rate to 40% while minimizing waste generated by operations and individual community members.

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

The Office of Sustainability, Housekeeping Department, the Computer Recycling Center, Facilities

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

The institution's definition of sustainability:

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

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

http://sustainability.temple.edu/climate-commitment/climate-action-plan

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

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:

Reporting to The Deputy Provost, Office of Institutional Diversity, Equity, Advocacy and Leadership (IDEAL) thrives as an office charged with ensuring the continued growth and development of Temple as a diverse community of life learners. From the vantage points of institutional equity and social justice, IDEAL evaluates the way Temple builds, does business and interacts with the neighboring community; supports and nurtures an academic environment which is harassment free and open to expression and personal growth; recruits and retains scholars of diverse thought and background; and helps students successfully chart and navigate their academic journey.

IDEAL is currently staffed with five people and is responsible for the following activities:
- implementing a construction and procurement process that ensures that the university hires minority owned or female owned businesses;
- diversity in faculty recruitment and retention, working to create diverse search fields and to recruit faculty of color;
- student engagement around issues of diversity; and,
- Affirmative Action hiring compliance.

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

5

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

http://www.temple.edu/ideal/

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

	Yes or No
Students	---
Staff	---
Faculty	---
Administrators	---

A brief description of the cultural competence trainings and activities:

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

Assessing Diversity and Equity

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Support for Underrepresented Groups

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

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.

Submission Note:

http://www.temple.edu/studentaffairs/counseling/group.html

http://www.temple.edu/senate/committees.html

"---" *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:

Temple University provides a variety of support mechanisms for students in underrepresented groups on campus. The Russell Conwell Center provides academic counseling, mentorships and peer educators to students. The university's Tuttleman Counseling Center hosts support groups, including a Gay, Bisexual and Questioning Men's Group, a Black Men Talk: A Support Group. The university also offers a number of student organizations that are targeted to underrepresented groups on campus.

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

http://www.temple.edu/rcc/site/index.html

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

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

Implementing Temple's nondiscrimination policy and the University's Affirmative Action Program is a cooperative endeavor that extends to every school, college, office, and organization at Temple. The Office of Equal Opportunity Compliance serves as a focal point of Temple's institution-wide efforts for equal opportunity, equal access and affirmative action, providing direction through information, assistance, and complaint investigation.

The Office of Equal Opportunity Compliance is responsible for investigating the complaints of Temple employees and students who believe they have been subjected to unlawful discrimination on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, veteran status and genetic information. The staff will attempt to resolve the complaint informally or formally. If a complaint of discrimination, harassment, and/or retaliation cannot be resolved informally, a formal investigation will be conducted.

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

http://www.temple.edu/eoc/

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

No

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

No

Support for Future Faculty Diversity

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

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

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

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

Yes

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

During FY 15, the The Director of Faculty Recruitment and Retention developed a new program called Ten for Tenure. In this program new faculty of color are invited to ten programs during the academic year that help them meet other new faculty and address special concerns they may have with regard to tenure, teaching and thriving at Temple.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

http://www.temple.edu/rcc/site/index.html

http://slmm.temple.edu/financial-literacy

"---" *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:

Temple provides eligible students with Fly in 4 need-based grants, which empower them to reduce the time they work for pay and focus more on their studies. Students from middle- and low-income backgrounds are most at risk for taking longer than four years to graduate, in part because they often work many hours each week in addition to studying. Each fall, Temple will award 500 Fly in 4 grants per entering class. Eligible students will receive $4,000 per year ($2,000 per semester). This program is part of a larger program aimed at reducing student loan debt called Fly in 4.

The Fly in 4 partnership allows students to complete your degree on time—or Temple pays for their remaining course work. For its part, Temple provides students with the resources they need to graduate in four years, like academic advising and classes offered when they need them.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

N/A

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Temple University Upward Bound Program will prepare Philadelphia Public and Charter High School students for admission to institutions for higher learning and success in the collegiate environment through intense academic enrichment, a summer college immersion experience, enhanced cognitive and critical thinking, and extensive interpersonal development through positive social interactions. The programs will enable students to set attainable goals and build self awareness, respect for diversity and healthy relationships with peers, staff, and professionals from industry and the community.

Funded by the U.S. Department of Education, Upward Bound is a year-round College Preparatory Program for motivated high school students attending public or charter schools in Philadelphia that

• Promotes and enables academic excellence
• Exposes students to colleges and career awareness
• Develops leadership skills
• Provides students with a six-week summer residential college experience
• Encourages positive social interactions with peers and authority figures

Upward Bound offers extensive support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their high school courses and co-curricular activities, and ultimately in their higher education pursuits. UB

serves high school students from low-income families and/or from families in which neither parent holds a bachelor's degree. Students must have an interest in enrolling in college. The goal of UB is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Upward Bound has been highly successful in achieving its mission of preparing and graduating future college scholars.

Program Services:

• Instruction fundamental courses (e.g. math, science, composition,
foreign language, reading, writing, study skills) and other subjects
necessary for academic success
• Academic, financial, and personal counseling
• Exposure to academic programs and cultural events
• Tutorial and mentoring services
• Assistance in completing college entrance and financial aid applications
• Assistance in preparing for college entrance exams
• Information on the full range of Federal Student Financial Aid programs and benefits
• Access to and preparation for internship
• A six week summer program
• College visits
• Personal, career, and skill development sessions

Temple University - Math Science Upward Bound: The Temple University's Math Science Upward Bound Program (MSUB) is a comprehensive program designed to enhance the academic skills and preparation of talented high school students who have an interest in pursuing math or science as a major in college. While providing students with academic support and hands-on science and math experience and exploration, MSUB will also assist students in the college preparation, identification, and application process. Funded by the U.S. Department of Education, MSUB provides a 6-week summer residential program on the campus of Temple University, and an after school and Saturday Program during the academic year. Once students are selected to participate, they remain in the program through their high school graduation.

What does the program offer?

• Summer residential college experience
• After school academic and pre-professional enrichment
• SAT preparation
• Scholarship and internship information and application assistance
• Academic support in Math, Science, English, and other current subjects
• College visitation program
• Completion of a Research Project
• Networking with students, faculty and professionals in the Science, Mathematics and Technology fields
• Mentoring from Science and Math Professionals
• Career development and preparation
• Assistance with selecting and applying to college
• College preparation
• Stipends
• Tokens for transportation to program events

A brief description of the institution's scholarships for low-income students:

The university offers a variety of scholarships to low-income students, including scholarships to residents in the surrounding North Philadelphia region and scholarships to help low-income students study abroad. As noted above, the university also launched Fly in 4 scholarships for low and moderate income students who are participating in the Fly in 4 program.

A brief description of any programs to guide parents of low-income students through the higher education experience:

N/A

A brief description of any targeted outreach to recruit students from low-income backgrounds:

N/A

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

In an effort to cultivate talented students who don't test well, Temple University made standardized test scores optional for admission. Students who opt not to submit test scores have to answer written questions designed to assess attributes such as leadership, self-awareness, goal-setting, determination, and "grit". For years, critics have called the SAT an unreliable predictor of college readiness that discriminates against minority students and those from low-income families.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Temple University offers assistance to eligible students typically in one or any combination of the following four forms: scholarships, grants, loans and work-study programs.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

The university offers financial literacy education to all students to prepare them to make informed decisions about student debt, budgeting and savings. The financial literacy program is held through co-curricular events like seminars/speaker series and also offered for course credit through the Fox School of Business.

Does the institution have policies and programs in place to support non-traditional students?:
No

A brief description of any scholarships provided specifically for part-time students:

N/A

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:

N/A

A brief description of other policies and programs to support non-traditional students:

N/A

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	27.30
The graduation/success rate for low-income students	67.80
The percentage of student financial need met, on average	68
The percentage of students graduating with no interest-bearing student loan debt	24

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:
http://fly.temple.edu/

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Assessing Employee Satisfaction

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

54

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Temple University is always interested in the satisfaction and engagement of its faculty and staff. Periodically, the university surveys its employees to gauge satisfaction level. In addition, at strategic times, focus groups of specific groups are convened to solicit feedback on a particular issue. Finally, there is a continual open line of communication within the university that encourages employees to provide their opinions to the appropriate senior leader in schools, colleges and departments. In 2013, the university completed the Modern Think Great Colleges to Work for Survey, and had a 25% response rate (2400 staff/faculty). In 2014, 54% of staff and full time faculty participated in the Workplace Dynamics Top Workplaces Survey.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

While Human Resources administers the survey, each school, college and department are responsible for following up on the results.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

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

Submission Note:

http://www.temple.edu/studentaffairs/heart/

http://www.temple.edu/studentaffairs/counseling/

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Human Resources provides a wellness program that embraces a multi-dimensional approach to wellness, including preventative health screenings, a healthy rewards program, nutrition counseling, mental health services via the employee assistance program, and reduced membership fees for access to the university's fitness centers. The Tuttleman Counseling Center and Wellness Resource Center provide

wellness resources to the student population, which include individual counseling, group counseling, trainings, self help resources, peer education, individual health education, nutrition counseling, and sexual health resources.

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

http://www.temple.edu/hr/departments/benefits/wellness.htm

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

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.

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

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Responsible Party

Kathleen Grady
Director of Sustainability
Office of Sustainability

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.

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

Responsible Party

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Bird Strike Mitigation Research

A brief description of the innovative policy, practice, program, or outcome :

Temple has been conducting research on bird collisions with campus building windows. Philadelphia is situated along the Atlantic Flyway migration route and bird collisions into windows are a major problem. Birds do not perceive glass as a solid object. They see a reflection of their habitat or nothing at all causing the bird to collide with the window and either die from impact or become injured.

Temple has initiated the following strategies that have fostered research and collaboration among many departments on campus:

Collision Survey: In addition to Temple's counting efforts, Audubon Pennsylvania and the Philadelphia Zoo organized a survey of bird collisions in the spring of 2009 on Temple's Main Campus. The buildings that had the most number of collisions on Main Campus are those that use highly reflective glass, buildings with vegetation situated close to windows or buildings with transparent or reflective glass walkways.

Hawk Models: In the spring of 2010, eight 2-dimensional, life-sized models of bird eating hawks were created from photos and mounted on four collision prone buildings at Temple to see if bird collision rates were reduced in areas where the models were erected. This method of preventing bird collisions had never been tried before anywhere else in the world. This mitigation method was not effective at reducing bird strikes.

Window Film: Research has shown that birds will avoid flying through spaces that are 2" high or less and 4" wide or less (2x4 rule). Window patterns that follow the 2x4 rule can be an effective means of mitigating bird collisions.

Window film has been tested in a variety of locations on Main Campus though student projects and research, including:

Tyler Graphic Design students designed patterns for window film in a juried competition. The winning design was installed on the Tuttleman-Paley connector walkway windows in partnership with SurfaceCare. The film has been an effective mitigation strategy.

Research project in Beury Hall, first floor west entrance and glass corridor where translucent squares and designs were installed on windows. Click to read more.
Window Netting: Window netting has been an effective and low-cost method of mitigating bird deaths and injuries by allowing birds to bounce off a taut net and not strike the window. A 2012 student research project aimed to test the effectiveness of window netting installed on buildings. The netting has been an effective mitigation strategy.

Fritted Glass: The installation of high density fritted glass has shown to be an effective method of mitigating bird strikes. Fritted glass has been installed on portions of Morgan Hall which opened in August 2013. Monitoring began in 2014 and has proven to be an effective mitigation strategy.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Ongoing monitoring has shown that netting, window film and fritted glass are effective bird-window collision mitigation strategies with a reduction of bird deaths found where strategies have been implemented.

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	Yes
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

Interdisciplinary

The website URL where information about the innovation is available :

http://sustainability.temple.edu/birds

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

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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.

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