Bridgewater College

The following information was submitted through the STARS Reporting Tool.

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# Table of Contents

## Education & Research
- Co-Curricular Education .................................................. 3
- Curriculum ........................................................................... 25
- Research .............................................................................. 41

## Operations
- Buildings .............................................................................. 48
- Climate ................................................................................ 54
- Dining Services .................................................................... 61
- Energy .................................................................................. 73
- Grounds ............................................................................... 84
- Purchasing .......................................................................... 91
- Transportation ................................................................... 100
- Waste .................................................................................. 118
- Water ................................................................................... 132

## Planning, Administration & Engagement
- Coordination and Planning .................................................. 143
- Diversity and Affordability .................................................. 155
- Human Resources .............................................................. 167
- Investment .......................................................................... 177
- Public Engagement ............................................................ 185

## Innovation
- Innovation ............................................................................ 196

## Supplemental
- Supplemental Data .............................................................. 201

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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.
Co-Curricular Education

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.

Credit

- Student Sustainability Educators Program
- Student Sustainability Outreach Campaign
- Sustainability in New Student Orientation
- Sustainability Outreach and Publications
- Student Group
- Organic Garden
- Model Room in a Residence Hall
- Themed Housing
- Sustainable Enterprise
- Sustainability Events
- Outdoors Program
- Themed Semester or Year
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,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by Co-Curricular Education Tier Two Credit 1, are not eligible for this credit unless the group meets the criteria outlined above.

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

Total number of degree-seeking students enrolled at the institution:
---

Program name (1st program):
---

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
---

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

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

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

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

---

Program name (2nd program):

---

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):

---

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

---

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

---

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

---

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

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The website URL for 2nd program:

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Program name (3rd program):

---

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):

---

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

---

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

---

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

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The website URL for 3rd program:

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Program name (All other programs):

---

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):

---

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

---

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

---

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

---

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

---

The website URL for all other programs:

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Student Sustainability Outreach Campaign

Responsible Party

Teshome Molalenge
Director
Center for Sustainability

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

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

Does the institution hold a campaign that meets the criteria for this credit?:

Yes

The name of the campaign(s):

RecycleMania

A brief description of the campaign(s):

Since 2007, Bridgewater College has participated in the RecycleMania competition primarily in the paper, corrugated cardboard and bottles/cans categories. RecycleMania is a friendly eight-week competition among America’s colleges and universities’ recycling programs. During each year’s competition, students engage in recycling collection efforts to reduce waste and raise awareness of conservation issues across campus.
Students promote the RecycleMania competition on campus courtesy of a Keep America Beautiful Inc. grant. In addition, a student recycling crew is responsible for the weekly weight reports and coordination of logistics – flattening cardboard boxes, transportation and sorting materials.

In the 2011 and 2012 competitions, we ranked second among state colleges and universities under the corrugated cardboard category and, in 2013, we ranked first among state colleges and universities respectively.

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

Student engagement in recycling collection efforts to reduce waste and to raise awareness is substantial. Some of the measured impacts of this campaign are:

1. Less contamination of recycling bins,
2. Increase volunteer activity by students to promote recycling efforts on campus,
3. Use of personal transportation (students) to help transport recycling items from residence halls to the recycling collection center.

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

http://www.bridgewater.edu/about-us/center-for-sustainability/center-for-sustainability-education-and-research
Sustainability in New Student Orientation

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Does the institution include sustainability prominently in new student orientation?:

No

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

---

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

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Sustainability Outreach and Publications

Responsible Party

Teshome Molalenge
Director
Center for 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
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

The website has critical information on campus sustainability efforts, including coordination and planning, education and research, operations, how the community can get involved and a virtual photo tour of campus sustainability initiatives.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

http://www.bridgewater.edu/about-us/center-for-sustainability
Does the institution have a sustainability newsletter?:
No

A brief description of the sustainability newsletter:
---

The website URL for the sustainability newsletter:
---

Does the institution have a vehicle to publish and disseminate student research on sustainability?:
Yes

A brief description of the vehicle to publish and disseminate student research on sustainability:
The BC chapters of the Philomathes Society, Bridgewater's scholastic honor society, and Alpha Chi, a national collegiate honor society, provide opportunities to publish and disseminate student research, including sustainability. The Virginia Gamma Chapter of Alpha Chi, hosts an opportunity each spring for original student research in any academic discipline. Presentations are given during a convocation program, generally in late April.

Additional research on sustainability:
1. 2010: Priscilla Fisher (Environmental Science; with Drs. Gavin Lawson and Tim Kreps), "Monitoring Aquatic Communities in Constructed Wildlife Pools."

2. 2012: Amanda Field (Biology; with Dr. Kimberly Bolyard), "The Influence of Riparian Buffers on Fishes in Freshwater Streams Inside and Outside the George Washington National Forest"

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://www.bridgewater.edu/academics/research/undergraduate-research

Does the institution have building signage that highlights green building features?:
No

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

The website URL for building signage that highlights green building features:
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Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:

Yes

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

Signage is placed on the counter in the main dining hall servery area when local food is being served. In 2011, we promoted the use of locally grown produce and locally bred meat. In 2012 and 2013, we served spinach produced by the campus organic garden.

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

---

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:

No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:

---

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:

---

Does the institution have a sustainability walking map or tour?:

No

A brief description of the sustainability walking map or tour:

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The website URL of the sustainability walking map or tour:

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Does the institution have a guide for commuters about how to use alternative methods of transportation?:

No

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

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

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Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
No

A brief description of the guide for green living and incorporating sustainability into the residential experience:
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The website URL for the guide for green living and incorporating sustainability into the residential experience:
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Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:
Yes

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:

A student writes articles on sustainability related topics, such as renewable energy, energy conservation, sustainable dining, sustainability differences between the U.S. and India and other topics in the student-run newspaper, VERITAS, on a regular basis.

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:
---

Does the institution produce another sustainability publication or outreach material not covered above? (1st material):
Yes

A brief description of this material:

In 2011, the campus chapter of the New Community Project (NCP) launched a student-run program called Think Outside the Bottle (TOTB), to reduce the use of bottled water on campus. The campaign included petitioning faculty, staff and students to end the use of plastic water bottles on campus. TOTB is also supported by the Ultimate Environmental Task Force.

In 2012, the Ultimate Environmental Task Force (UETF), celebrated America Recycles Day, by placing handmade cardboard recycling containers on campus grounds to encourage recycling.

The website URL for this material:
---

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

A brief description of this material:

We have posted up-to-date recycling reference guidelines in every building on campus to inform students, faculty and staff about the recycling program. The guidelines include detailed information on what is recyclable, along with contact information for support and instruction.

The website URL for this material:
http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
No

A brief description of this material:
---

The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
No

A brief description of this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution have an active student group focused on sustainability?:
Yes

The name and a brief description of each student group:

Student groups that promote sustainability efforts on campus and in the community:

A. The Bridgewater campus chapter of New Community Project (NCP) manages the community bike project (Bike! BC), assists with the community garden and recycling efforts on campus and raises funds for environmental and social justice concerns around the world. NCP also volunteers at the New Community Project organization in Harrisonburg, Va., helping promote sustainable lifestyles and a community of support for those in need. In 2011, NCP supported the launching of a student-run program, Think Outside the Bottle (TOTB), to curb the use of plastic water bottles on campus. The campaign included petitioning faculty, staff and students to end the use of plastic water bottles on campus. TOTB is also supported by the Ultimate Environmental Task Force (see below).

B. The Environmental Task Force (ETF), which is being organized under a new name, the Ultimate Environmental Task Force (UETF), has been a focal group on campus to promote sustainability. In the first year of existence, it organized the first-ever Environmental Week at Bridgewater College, in which a different organization on campus held an environmentally focused educational activity each day of that week. On Nov. 15, 2012, UETF celebrated America Recycles Day by placing handmade cardboard recycling containers on campus grounds to encourage recycling. UETF works with the Center for Sustainability as a liaison between students from different organizations and the Center.

C. Alpha Phi Omega (APO), a national service fraternity, assists with the RecycleMania competition and Earth Day Activities.

List up to 4 notable recent activities or accomplishments of student group(s):

Dumpster Diving
Recyclemania Competition
Think Outside the Bottle (TOTB)
America Recycles Day

List other student groups that address sustainability:
The website URL where information about student group(s) is available:

http://www.bridgewater.edu/about-us/center-for-sustainability/center-for-sustainability-education-and-research
Organic Garden

Responsible Party

Robyn Puffenbarger
Associate Professor
Biology

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:

Yes

A brief description of the garden:

The Campus Community Garden was initiated by students, faculty and staff to engage and enhance our community about the natural world, to promote local and organic food and provide our students a live lab on gardening and sustainable choices.

New Community Project (NCP) students started working the community garden in 2011, but any student is welcome to help. In 2011 and 2012, students planted a crop of greens, mainly spinach, in late February for harvest in May, just before graduation. The garden provided a bountiful harvest of spinach for two years, and the plans are to plant and harvest another round of greens in 2013. In the fall of 2012, students were involved with composting, cover-cropping and other organic techniques to feed the soil. In 2011 and 2012, students did a service project to gather leaves for the garden while accepting donations for the Blue Ridge Area Food Bank. In 2012, students collected $310 in monetary donations which equals approximately 1200 meals for the community. The community garden is part of the Ultimate Environmental Task Force (UETF) student club on campus.

The website URL where information about the garden is available:

http://www.bridgewater.edu/about-us/center-for-sustainability/center-for-sustainability-education-and-research
Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:

No

A brief description of the model room:

---

The website URL where information about the model room in the residence hall is available:

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Themed Housing

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:

No

A brief description of the themed housing, including name(s) and descriptions of theme(s):

---

The website URL where information about the themed housing is available:

---

The total number of residents in themed housing.

---
Sustainable Enterprise

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:

No

A brief description of the enterprise:

---

The website URL where information about the sustainable enterprise is available:

---
Sustainability Events

Responsible Party

Jeffery Pierson  
Professor of Communication Studies  
Communications

Submission Note:

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

Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:

Yes

A brief description of the event(s):

In the past few years, we have had several speakers on campus to lecture on sustainability-related matters:

2. Sonya Shah spoke on the effects of oil consumption.
3. Edith Widder, a marine biologist, spoke on oil spills, general waterway pollution, and techniques to document and improve environmental disasters.
4. Joel Salatin spoke on organic farming.
5. Kyle Theirmann, surfer, spoke on surfs around the world.
6. Annie Leonard, spoke on "The Story of Stuff: How Our Obsession with Stuff is Trashing the Planet, Our Communities, and Our Health—and a Vision for Change"
7. David Radcliff, founder of the New Community Project, spoke on global warming and faith and the environment.

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

http://www.bridgewater.edu/about-us/center-for-sustainability/center-for-sustainability-education-on-and-research
Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:
Yes

A brief description of the program:
The Bridgewater College Outdoors Program is committed to providing fun-filled, educational and challenging adventures to all members of the Bridgewater College community. Bridgewater College's location within the Shenandoah Valley provides the Outdoors Program access to some of the best rock climbing, hiking, whitewater rafting and skiing in the Mid-Atlantic region. The Bridgewater Outdoors Program places an emphasis on enjoying the outdoors while maintaining the principles of Leave No Trace Outdoor Ethics. Bridgewater's Outdoors Program also encourages students to engage in outdoor adventure activities on their own, and provides equipment such as sleeping bags, tents, backpacks and more.

The website URL where information about the program is available:
http://www.bridgewater.edu/about-us/center-for-sustainability/center-for-sustainability-education-and-research
Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:
---

A brief description of the themed semester, year, or first-year experience:
---

The sustainability-related book that was chosen, if applicable:
---

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

Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses
Sustainability Course Identification

Responsible Party

Timothy Kreps
Associate Professor
Biology

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- **Sustainability-focused courses** concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- **Sustainability-related courses** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Has the institution developed a definition of sustainability in the curriculum?:

Yes

A copy of the institution's definition of sustainability in the curriculum?:
Sustainability-focused courses have “sustainability” in the title or include all three of the environmental, economic and social components of sustainability that relate to at least one specific sustainability issue or aspect. The courses involve a wide range of material and assignments so that students will be able to have a comprehensive view of sustainability upon completion.

Sustainability-related courses incorporate sustainability as a distinct course module or concentrate on a single sustainability principle or issue through its environmental, economic or social component during at least part of the course. This can include specific sustainability-related assignments, chapters covered or discussions facilitated.

**Has the institution identified its sustainability-focused and sustainability-related course offerings?:**
Yes

**A brief description of the methodology the institution followed to complete the inventory:**
Recorded all courses in the College catalog that were related or focused based on course description.

**Does the institution make its sustainability course inventory publicly available online?:**
Yes

**The website URL where the sustainability course inventory is posted:**
http://www.bridgewater.edu/about-us/center-for-sustainability/sustainability-courses
Sustainability-Focused Courses

Responsible Party
Timothy Kreps
Associate Professor
Biology

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

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

The number of sustainability-focused courses offered:
17

The total number of courses offered:
660

Number of years covered by the data:
Two

A list of sustainability-focused courses offered:

People, Planet, Profit: Exploring Sustainability in Organizations (BUS 105)
Economics and the Environment (ECON 327)
Natural Resource and Environmental Law (ENVR 305)
Environmental Biology (BIOL 101)
Environmental Ethics (PHIL 340)
Env’t Science: Sustaining the Earth (BIO 230)
Environmental Microbiology (BIO/ENVR 401)
Conservation Biology of Florida (ENVR/BIO 256)
Fundamentals of Environmental Science (ENVR/BIO 301)
Forest and Wildlife Resource Management (ENVR/BIO 312)
Conservation Biology (ENVR/BIO 402)
Energy and the Environment (CHEM 121).

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:
A copy of the sustainability course inventory:

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### Sustainability-Related Courses

**Responsible Party**

Timothy Kreps  
Associate Professor  
Biology

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**Criteria**

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

---

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

**The number of sustainability-related courses offered:**

53

**The total number of courses offered:**

660

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

Two

**A list of sustainability-related courses offered:**

- Communicating Science, Environmental, and Health (COMM 447)
- Contemporary Economic Issues (ECON 305)
- Contemporary Moral and Political Problems (PHIL 225)
- Professional Ethics (PHIL 320)
- Philosophy of Science (PHIL 337)
- Archaeology and the Bible (REL 312)
- Lands of the Bible (REL 315)
- Contemporary Christian Thought (REL 333)
- Christian Perspectives on Violence and Peace (REL 335)
- Religions of the Near East (REL 340)
- Religions of the Far East (REL 350)
- Readings in the Hebrew Scripture (REL 326)
- Wellness (ES 105)
- Food Science (FCS 201)
- Household Equipment (FCS 330)
- Family Management (FCS 430)
- Community Nutrition (FCS 455)
Family Economics (FCS 425)
Economic Botany (BIO 240)
Tropical Ecology of Costa Rica (BIO 253)
Marine Ecology (BIO 257)
Environmental Chemistry (ENVR/CHEM 320)
Biology and Management of Fishes (BIO/ENVR 433)
Social Inequality (SOC 420)
Principles of Sociology (SOC 101)
Cultural Studies (SOC 232)
Social Welfare (SOC 255)
Earth and its Physical Resources (CHEM 102)
Fundamentals of Environmental Chemistry (CHEM 120)
Intro to Comparative Politics (PSCI 240)
Latin American Politics (PSCI 310)
Women and Politics (PSCI 332)
Contemporary Foreign Relations (PSCI 356)
Contemporary Issues in U.S. Foreign Policy (PSCI 375)
International Law and Organizations (PSCI 420)
Regional Geography (GEOG 340)
War and Society in U.S. History (HIST 440)
Bioethics (PHIL 235)
Christian Social Ethics (REL 420)
Forest and Wildlife Resource Management (ENVR/BIO 312)
Energy and the Environment (CHEM 121)
Global Identities (PSCI /SOC 215)
Introduction to World Politics (PSCI 230)
Aesthetics, Philosophy and Politics (PSCI 290)
Peace, War and World Politics (PSCI 335)
United Nations (PSCI 336)
Politics of Social Change (PSCI 338)
International Law and Organizations (PSCI 420)
Politics of International Economic Relations (PSCI 440)
India Past and Present (HIST 305)
Multi-Layered Histories (HIST 306)
Genocide in the Modern World (HIST 425)
Social Problems (SOC 220)
Development and Underdevelopment of the Modern World (SOC 325)

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

http://www.bridgewater.edu/about-us/center-for-sustainability/sustainability-courses

A copy of the sustainability course inventory:

---
Sustainability Courses by Department

Responsible Party

Timothy Kreps
Associate Professor
Biology

Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

Submission Note:

The College currently has 16 academic departments. The website URL above contains the eight academic departments that currently offer sustainability courses.

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

The number of departments that offer at least one sustainability-related or -focused course:

8

The total number of departments that offer courses:

16

A list of departments that offer sustainability courses:

Biology
Chemistry
Communication Studies
Economics and Business Administration
Health and Human Sciences
History and Political Science
Philosophy and Religion
Sociology

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

http://www.bridgewater.edu/academics/academic-departments

A copy of the sustainability course inventory:
Sustainability Learning Outcomes

Responsible Party

Carol Scheppard
Vice President and Dean for Academic Affairs
Academic Affairs

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

Submission Note:

1. Total number of graduates are from 2011-12 academic year.

2. The website URL above is the up-to-date course catalog (2013-2014). Except for internships, independent studies, research, honors projects, interdisciplinary studies and foundation general education courses, the courses of instruction are organized by departments. For instance, environmental science majors and minor courses are listed under "Environmental Science." Please refer to page 124.

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

The number of graduates covered by the sustainability learning outcomes:

84

Total number of graduates :

357

A list of degree programs that have sustainability learning outcomes:

Philosophy and Religion major
Philosophy and Religion minor
Peace Studies minor
Nutrition and Wellness major
Family and Consumer Sciences Secondary Education
Environmental Science major
Biology major
The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:

http://www.bridgewater.edu/files/academic-catalog-1314.pdf

A copy of the sustainability course inventory:

---

A list or sample of the sustainability learning outcomes associated with the degree programs:

Philosophy and Religion major
-Environmental Ethics (PHIL 340)
-Christian Social Ethics (REL 420)
-Contemporary Moral and Political Problems (PHIL 225)
-Christian Perspectives on Violence and Peace (REL 335)

Philosophy and Religion minor
-Religions of the Near East (REL340)
-Religions of the Far East (REL 350)
-Christian Social Ethics (REL 420)
-Philosophy of Science (PHIL 337)
-Environmental Ethics (PHIL 340)

Peace Studies minor
-Christian Social Ethics (REL 420)

Nutrition and Wellness major
-Community Nutrition (FCS 455)

Family and Consumer Sciences Secondary Education
-Food Science (FCS 201)
-Family Management (FCS 430)
Undergraduate Program in Sustainability

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:

No

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

---

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

---

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

---

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

---

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

---

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

---

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

---
Graduate Program in Sustainability

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

Does the institution offer a graduate degree program that meets the criteria for this credit?:
No

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

The website URL for the program (1st program):
---

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

The website URL for the program (2nd program):
---

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

The website URL for the program (3rd program):
---

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

Responsibility Party

Timothy Kreps
Associate Professor
Biology

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

Does the institution offer a program that meets the criteria for this credit?:

Yes

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

Bridgewater's study abroad experiences overseas can be sustainability-focused if the student chooses it to be. The only one that is set to have an environmental sustainability/environmental science theme and purpose is the India study abroad.

We also have a specific on-campus environmental sustainability internship with Teshome Molalenge in the Center for Sustainability. Currently this internship focuses on collecting information and data for the STARS program, but later on will allow the student to come up with a sustainability project that they will spend the semester implementing on campus, hopefully for long-term results.

In addition, the College has just approved our participation in the Smithsonian-Mason Semester for Conservation Studies where students will study species conservation at the Smithsonian Conservation Research Center in Front Royal, Va. We will send our first students in the fall of 2013.

The website URL where information about the immersive experience is available:

---
Sustainability Literacy Assessment

Criteria

Part 1
Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2
Institution conducts a follow-up assessment of the same cohort group using the same instrument.

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

Has the institution conducted a sustainability literacy assessment?:
No

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:
No

A copy of the questions included in the sustainability literacy assessment:
---

A brief description of how the assessment was developed:
---

A brief description of how the assessment was administered:
---

A brief summary of results from the assessment:
---

The website URL where information about the literacy assessment is available:
---
Incentives for Developing Sustainability Courses

Criteria

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

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

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

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

Does the institution have a program that meets the criteria outlined above?:

No

A brief description of the program(s):

---

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

---

The website URL where information about the program is available:

---
Research

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Research Identification</td>
</tr>
<tr>
<td>Faculty Engaged in Sustainability Research</td>
</tr>
<tr>
<td>Departments Engaged in Sustainability Research</td>
</tr>
<tr>
<td>Sustainability Research Incentives</td>
</tr>
<tr>
<td>Interdisciplinary Research in Tenure and Promotion</td>
</tr>
</tbody>
</table>
Sustainability Research Identification

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research?:
No

A copy of the institution's definition of sustainability research:
---

Has the institution identified its sustainability research activities and initiatives?:
No

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

Does the institution make its sustainability research inventory publicly available online?:
No

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):
---
Faculty Engaged in Sustainability Research

Responsible Party

Carol Scheppard
Vice President and Dean for Academic Affairs
Academic Affairs

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

Submission Note:

All data has been compiled via survey sent out to faculty on surveymonkey.com: one in 2012 and another in 2013. Sample of email sent to faculty:

To all faculty,

My name is Walker Shively and I am an intern assisting Teshome Molalenge at the Center for Sustainability with the Sustainability Tracking Assessment and Rating System (STARS) project. STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance and developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) with broad participation from the higher education community. The report evaluates every single aspect of sustainability on campus based upon a point system. One of the credits deals with the number of faculty involved in sustainability research. If you complete the following quick 5-question survey, I would really appreciate it. Here is the link: http://www.surveymonkey.com/s/2RL7B6H

Thank you in advance for your participation in this important project.

Sincerely,

Walker Shively

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

The number of faculty members engaged in sustainability research:

12

The total number of faculty members engaged in research:

104
Names and department affiliations of faculty engaged in sustainability research:

Dr. William Abshire, Philosophy and Religion
Dr. Laura Yordy, Philosophy and Religion
Dr. Bernardo Motta, Communication Studies
Dr. Kimberly Bolyard, Biology
Dr. Mwizenge S. Tembo, Sociology
Dr. Amy Thompson, Chemistry
Dr. Deborah Dunn-Frederick, Health and Human Sciences
Dr. Catherine Elick, English
Dr. Stephen Baron, Biology
Dr. David Reznik, Sociology
Dr. Jamie Frueh, History and Political Science
Dr. Tim Kreps, Biology

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:

---

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

ER-16 Faculty Survey Results.xlsx

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

1. Molecular biology of the degradation of polyhydroxybutyrate, a biodegradable, plastic-like polymer produced by bacteria: Dr. Stephen F. Baron, professor of biology.
2. Improving the sustainability of social movements through personal wellness: Dr. David L. Reznik, assistant professor of sociology.
3. Environmental communication and policy – It relates to sustainability as it affects people's ability to get information and make decisions about toxic waste disposal, which can affect people's health and general quality of life as well as the resilience and survival of ecosystems: Dr. Bernardo H. Motta, assistant professor of communication studies.
4. Environmental refugees: Dr. Laura R. Yordy, associate professor of philosophy and religion.

The website URL where information about sustainability research is available:

---
Departments Engaged in Sustainability Research

Responsible Party

Carol Scheppard
Vice President and Dean for Academic Affairs
Academic Affairs

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

The total number of academic departments that conduct research:
14

The number of academic departments in which at least one faculty member engages in sustainability research:
7

A list of academic departments in which at least one faculty member engages in sustainability research:

Biology
Chemistry
Communication Studies
Philosophy and Religion
History and Political Science
Sociology
Health and Human Sciences

According to the department heads, music and art are not departments in which research is conducted, therefore, they are not included in the final number.

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:

---

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:

ER-16 Faculty Survey Results.xlsx
Sustainability Research Incentives

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

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

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:
No

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

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

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
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:
---
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Carol Scheppard
Vice President and Dean for Academic Affairs
Academic Affairs

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

Submission Note:

Please refer to section 6.3, page 39, in the website URL.

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:

Yes

A brief description or a copy of the institution’s policy regarding interdisciplinary research:

If a faculty member decides to pursue research in sustainability within any field or across fields, it always receives positive recognition. Not only can they present their research during certain opportunities throughout the year to interested students, but they also receive positive recognition locally, within the private college system, as well as with relevant organizations such as the National Science Foundation.

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

http://www.bridgewater.edu/files/hr/Faculty_Handbook.pdf
Operations

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
</tr>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System, and/or

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

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

Total building space that meets "Eligible Buildings Criteria":
921,695 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified :
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified :
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified :
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified :
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :
---
An electronic copy of the guidelines or policies:
---

The date(s) the policies or guidelines were adopted:
---

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

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:
---

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:
---
Building Design and Construction

Responsible Party
Teshome Molalenge
Director
Center for Sustainability

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

• Impacts on the surrounding site
• Energy consumption
• Usage of environmentally preferable materials
• Indoor environmental quality
• Water consumption

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

New building space that meets "Eligible Buildings Criteria":
23,000 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
0 Square Feet

New building space that is LEED Certified :
23,000 Square Feet

New building space that is LEED Silver certified:
0 Square Feet

New building space that is LEED Gold certified :
0 Square Feet
New building space that is LEED Platinum certified:

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:

---

An electronic copy of the guidelines or policies:

---

The date(s) the policies or guidelines were adopted:

---

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

---

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:

Stone Village student residence

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:

---
Indoor Air Quality

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:

---

Total occupied building space:

---

A brief description of the institution's indoor air quality plan, policy, and/or practices:

---

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

---
Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions Inventory</td>
</tr>
<tr>
<td>Greenhouse Gas Emissions Reduction</td>
</tr>
<tr>
<td>Air Travel Emissions</td>
</tr>
<tr>
<td>Local Offsets Program</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions Inventory

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

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

The website URL where the GHG emissions inventory is posted:

---

Does the inventory include all Scope 1 and 2 emissions?:

No

Does the inventory include emissions from air travel?:

No

Does the inventory include emissions from commuting?:

No

Does the inventory include embodied emissions from food purchases?:

No

Does the inventory include embodied emissions from other purchased products?:

No

Does the inventory include emissions from solid waste disposal?:

No

Does the inventory include another Scope 3 emissions source not covered above?:

No

If yes, please specify:
Does the inventory include a second Scope 3 emissions source not covered above?:
No

If yes, please specify:

---

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:

---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:

---
Greenhouse Gas Emissions Reduction

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

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

Scope 1 and 2 gross GHG emissions, 2005:
---

Off-site, institution-catalyzed carbon offsets generated, 2005:
---

Third-party verified carbon offsets purchased, 2005:
---

On-campus residents, 2005:
---

Non-residential/commuter full-time students, faculty, and staff members, 2005:
---

Non-residential/commuter part-time students, faculty, and staff members, 2005:
---

Scope 1 and 2 gross GHG emissions, performance year:
---

Off-site, institution-catalyzed offsets generated, performance year:
---

Carbon offsets purchased, performance year:
---
List the start and end dates of the GHG emissions performance year:
---

On-campus residents, performance year:
---

Non-residential/commuter full-time students, faculty, and staff members, performance year:
---

Non-residential/commuter part-time students, faculty, and staff members, performance year:
---

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
---
Air Travel Emissions

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

Does the institution have policies and/or programs in place to reduce emissions from air travel?:
No

A brief description of the policies and/or programs:
---

The website URL where information about the policies and/or programs is available:
---
Local Offsets Program

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community?:

No

A brief description of the program:

---

The website URL where information about the program is available:

---
Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Trayless Dining</td>
</tr>
<tr>
<td>Vegan Dining</td>
</tr>
<tr>
<td>Trans-Fats</td>
</tr>
<tr>
<td>Guidelines for Franchisees</td>
</tr>
<tr>
<td>Pre-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Post-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Food Donation</td>
</tr>
<tr>
<td>Recycled Content Napkins</td>
</tr>
<tr>
<td>Reusable Container Discounts</td>
</tr>
<tr>
<td>Reusable To-Go Containers</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Mary Speir  
General Manager  
College Dining Services

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

50

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

Our FarmSource program is an initiative to find and partner with some of the finest local growers and producers. Most of our farmers are within a 125-mile radius of campus. By working with local producers such as Homestead Creamery, Crown Orchards, Mr. J’s Bagels and Deli and Greenberry’s Coffee we are able to enhance the freshness and quality of our product offerings without compromising our commitment to food safety, all while supporting and strengthening the local agricultural community.

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

Trayless Dining

Responsible Party

Mary Speir
General Manager
College Dining Services

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:
Yes

A brief description of the trayless dining program:
The main dining hall features trayless operation to reduce food waste and to conserve water and energy usage. In addition, the trayless dining program provides an overall positive impact on student health – may discourage overeating and requires a trip to the food station to get more food.
There are no trays in the serving area; students and the campus community use plates to pick up food from food stations. A few trays are kept near the dishwashing room window for special needs and for placing multiple plates on the conveyer belt.

List the year the program was started:
Sept. 1, 2010

The overall percentage of meals served on campus that are trayless:
95

The percentage of meal plan meals served on campus that are trayless:
100

The percentage of retail facility meals served on campus that are trayless:
100

The percentage of conference meals served on campus that are trayless:
100

The website URL where information about the program is available:
http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
**Vegan Dining**

**Responsible Party**

Mary Speir  
General Manager  
College Dining Services

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

**Does the institution offer diverse, complete-protein vegan dining options during every meal?:**

Yes

**A brief description of the vegan dining program:**

We have a station that is devoted to vegan dining options; our Crunch Station features vegan items made with locally-grown fruits and vegetables.

We feature two vegan entrée’s per day for lunch and dinner along with assorted vegan accompaniments and sides. A vegan soup or chili are in our menu cycle. These vegan items are noted on the online menu and signage indicating that the option is vegan is displayed with each item on the line.

**The website URL where information about the program, policy, or practice is available:**

http://www.bridgewater.edu/student-life/dining-services/faqs
Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

A majority of our products are made from scratch and the ingredients that we purchase on our order guides do not contain trans-fats. The cooking oils that we use for frying foods, as well as preparing our dressings do not contain trans-fats.

The website URL where information about the program, policy, or practice is available:

http://www.bridgewater.edu/search?page=1&q=trans-fat
Guidelines for Franchisees

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:
No

A brief description of the guidelines for franchisees:
---

The website URL where information about the guidelines is available:
---
Pre-Consumer Food Waste Composting

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

Does the institution have a pre-consumer food waste composting program?:
No

A brief description of the pre-consumer food waste composting program:
---

The overall percentage of meals for which pre-consumer scraps are composted:
---

The percentage of meal plan meals for which pre-consumer scraps are composted:
---

The percentage of retail facility meals for which pre-consumer scraps are composted:
---

The percentage of conference meals for which pre-consumer scraps are composted:
---

The website URL where information about the composting program is available:
---
PostConsumer Food Waste Composting

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

Does the institution have a postconsumer food waste composting program?:
No

A brief description of the postconsumer food waste composting program:
---

The percentage of overall meals for which postconsumer composting is available:
---

The percentage of meal plan meals for which postconsumer composting is available:
---

The percentage of retail facilities for which postconsumer composting is available:
---

The percentage of conference meals for which postconsumer composting is available:
---

The website URL where information about the composting program is available:
---
Food Donation

 Responsible Party

 Mary Speir
 General Manager
 College Dining Services

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:

1. We work with Blue Ridge Area Food Bank, a non-profit organization that supports the local area Boys and Girls clubs. Following lunch and dinner, food is gathered, packaged and frozen. Robin Swecker from the Blue Ridge Food Bank facilitates the pickup and distribution of the donation as needed. The phone number for the food bank is 540-213-8413.

2. The BC Student Peer Ministers sponsor an annual BC End-of-Year Food Drive so students can empty their rooms of non-perishable food and support the Blue Ridge Area Food Bank.

The website URL where information about the food donation program is available:
Recycled Content Napkins

Responsible Party

Justin Bauer
Executive Chef
College Dining Services

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

Does the institution use recycled content napkins in its dining service operations?:
Yes

A brief description of the purchasing behavior:
The napkin we use is a Georgia Pacific product, sku # 32002. The napkin is EPA compliant, contains at least 30 percent post-consumer recycled fiber, and is available in a single dispense dispenser so people do not take a large stack and waste them.

The website URL where information about the purchasing is available:
https://www.bridgewater.edu/student-life/dining-services/sustainable-dining
Reusable Container Discounts

Responsible Party

Mary Speir
General Manager
College Dining Services

Submission Note:

We offer the recyclable mug program (Reusable Container Discounts) at the Crimson Café.

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

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:
Yes

A brief description of the reusable mug program:

Purchase a re-usable coffee mug and dining services will offer a discount coffee price.

Amount of the discount offered for using reusable mugs:
25

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):

---

The website URL where information about the reusable mug discount program is available:

https://www.bridgewater.edu/student-life/dining-services/sustainable-dining
Reuseable To-Go Containers

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

Does campus dining operations provide reuseable containers for to-go food that are returned for cleaning and reuse?:
No

A brief description of the reusable to-go container program:
---

The website URL where information about the reusable to-go container program is available:
---
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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
</tr>
<tr>
<td>Timers for Temperature Control</td>
</tr>
<tr>
<td>Lighting Sensors</td>
</tr>
<tr>
<td>LED Lighting</td>
</tr>
<tr>
<td>Vending Machine Sensors</td>
</tr>
<tr>
<td>Energy Management System</td>
</tr>
<tr>
<td>Energy Metering</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

- 1 kWh = 0.003412 MMBtu
- 1 MWh = 3.412 MMBtu
- 1 therm = 0.1 MMBtu
- 1 kBtu = 0.001 MMBtu
- 1 ton-hour = 0.012 MMBtu
- 1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005:
---

Building space, 2005:
---

Total building energy consumption, performance year:
---

Building space, performance year:
---

List the start and end dates of the energy consumption performance year:
---
Clean and Renewable Energy

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.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU
Submission Note:

We don't use renewable energy yet.

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

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:

---

Option 2: Non-electric renewable energy generated:

---

Option 3: Total 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:

---

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:

---

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:

---

Total energy consumed during the performance year:

---

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

---

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 RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:
A brief description of cogeneration technologies deployed:

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

Responsible Party

David Vandevander
Director of Facilities
Facilities and Support Services

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:
Yes

A brief description of the technology used:

We use timers to regulate temperature based on occupancy hours in at least one building – the Envision Bacnet system/technology in Wright Hall, Wright Hall - West Link and Wright Hall - East Link.

The percentage of building space (square footage) with timers for temperature control:
---

The website URL where information about the practice is available:
---
Lighting Sensors

Responsible Party

David Vandevander
Director of Facilities
Facilities and Support Services

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

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:
Yes

A brief description of the technology used:
Stone Village (includes five structures housing 72 residents) has light sensors installed within all the rooms. Motion sensors are also installed in the newly renovated Wright Hall (207 residents), Wakeman Hall (110 residents) and Wampler Towers (apartments for 192 residents). This equates to 42 percent of all residents on campus.

The percentage of building space with lighting sensors:
42

The website URL where information about the institution's use of the technology is available:
http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
LED Lighting

Responsible Party

David Vandevander
Director of Facilities
Facilities and Support Services

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

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit:

Yes

A brief description of the technology used:

In December 2011, LED lighting was installed in the Kline Campus Center lobby. The model number for the lights is LED LR38 High Lumen Lamps. In August of 2012, LED lighting was installed in the Kline Campus Center servery. This Advent fixture is a Model AIP11697 interior pendant. We also have LED technology utilized in this project area for the exit signage illumination.

The percentage of building space with LED lighting:

---

The percentage of parking deck space with LED lighting:

---

The percentage of outdoor space that uses LED lighting:

---

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):

---

The website URL where information about the institution's use of the technology is available:

http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
Vending Machine Sensors

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

Has the institution installed vending machine motion sensors for at least one vending machine?:
---

A brief description of the technology used:
---

The percentage of vending machines with sensors:
---

The website URL where information about the institution's use of the technology is available:
---
Energy Management System

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:
---

A brief description of the management system:
---

The percentage of building space monitored with a centralized energy management system:
---

A description of what systems are shut down during unoccupied periods:
---

The website URL where information about the institution's use of the technology is available:
---
Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

A brief description of the metering system:

We have several buildings in which we meter all gas, electricity and water consumption for that building.

The percentage of building space with energy metering:

---

The website URL where information about the metering system is available:

---
Grounds

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Pest Management</td>
</tr>
<tr>
<td>Native Plants</td>
</tr>
<tr>
<td>Wildlife Habitat</td>
</tr>
<tr>
<td>Tree Campus USA</td>
</tr>
<tr>
<td>Snow and Ice Removal</td>
</tr>
<tr>
<td>Landscape Waste Composting</td>
</tr>
</tbody>
</table>
Integrated Pest Management

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

The size of the campus grounds:
---

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:
---

A brief description of the IPM plan(s):
---

The website URL where information about the IPM plan(s) is available:
---
Native Plants

Responsible Party

Kevin Lam
Landscape and Special Projects Supervisor
Facilities and Support Services

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

Does the institution prioritize the use of native plant species in landscaping?:

Yes

A brief description of the native plant program, policy, or practice:

There are many species on campus native to Virginia and the Shenandoah Valley, including oaks, maples, certain pine species and various shrubbery. They are scattered around campus.

In the new Landscape Master Plan for BC, there is a section on sustainability that reads: “Utilize native and adaptive plantings where possible and appropriate to reduce necessary watering, fertilizing, trimming and overall care.”

The website URL where information about the program, policy, or practice is available:

http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
Wildlife Habitat

Responsible Party

Timothy Kreps
Associate Professor
Biology

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:
Yes

A brief description of the wildlife habitat program, policy, or practice:

We have many areas designed to maximize wildlife habitat potential. The newest addition was a small pond located behind Stone Village with various collections of water plants and rocky areas. Many frogs have already been observed and a couple of ducks appear to be making it their home. There is also a garden with a small waterfall and fish pond near the science center and greenhouse. In addition to rabbits, many different species of insects, birds and fish reside there. Some of the trees and shrubbery on campus were planted for the purpose of providing suitable habitat for squirrels and birds. All of these are protected from litter and advanced human disturbance, although students are encouraged to enjoy them responsibly.

The website URL where information about the program, policy, or practice is available:

http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
No

A brief description of the institution's Tree Campus USA program:
---

The website URL where information about the program, policy, or practice is available:
---
Snow and Ice Removal

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

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:
---

A brief description of the snow and ice removal program, policy, or practice:
---

The website URL where information about the program, policy, or practice is available:
---
Landscape Waste Composting

Responsible Party

Kevin Lam
Landscape and Special Projects Supervisor
Facilities and Support Services

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:

We take 95 percent of our leaves from campus to Mount Crawford, Va., where they are composted and used on a farm. Our grass clippings are not collected. They are returned to the turf where they decompose.

The percentage of landscape waste that is mulched or composted onsite:
5

The percentage of landscape waste that is mulched or composted off-site:
95

The website URL where information about the program, policy, or practice is available:
http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Vendor Code of Conduct</td>
</tr>
<tr>
<td>Historically Underutilized Businesses</td>
</tr>
<tr>
<td>Local Businesses</td>
</tr>
</tbody>
</table>
Computer Purchasing

Responsible Party

Aaron Klein
Manager of Desktop Service and Telecomm.
Information Technology Center

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers 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 EPEAT Silver or higher computers and monitors?:

Yes

The website URL where the EPEAT policy, directive, or guidelines are posted:

http://www.epeat.net/

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

All of the computers that are bought through the College are EPEAT gold certified on the Dell website. In addition, all of the Dell laptops that the College purchases to sell to students are EPEAT gold certified. Many students bring laptops or purchase them individually; we prefer the students purchase the Dell laptops through the IT Center at a discounted rate to assure that they are using EPEAT certified products.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:

Yes
Expenditures on EPEAT Gold desktop and laptop computers and monitors:
155,000 US/Canadian $

Expenditures on EPEAT Silver desktop and laptop computers and monitors:
0 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:
155,000 US/Canadian $
Cleaning Products Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:

No

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:

---

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

---

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

No

Expenditures on Green Seal and/or EcoLogo certified cleaning products :

---

Total expenditures on cleaning products :

---

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

---
Office Paper Purchasing

Responsible Party

Aaron Klein
Manager of Desktop Service and Telecomm.
Information Technology Center

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:
Yes

The URL where the recycled paper policy, directive, or guidelines are posted:

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

Currently, the paper being used in the WEPA printers is not recycled but does come from tree farms that participate in sustainable practices. This link is one of the sites dealing with sustainable forestry

http://www.sfiprogram.org/

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

Expenditures on 10-29 percent recycled-content office paper:
Expenditures on 30-49 percent recycled-content office paper:
---

Expenditures on 50-69 percent recycled-content office paper:
---

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):
---

Expenditures on 90-100 percent recycled-content office paper:
---

Total expenditures on office paper:
---
Vendor Code of Conduct

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business?:

No

The website URL where the vendor code of conduct or equivalent policy is posted:

---

A copy of the vendor code of conduct or equivalent policy:

---

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:

---
Historically Underutilized Businesses

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:
No

A brief description of how the institution meets the criteria:
---

The website URL where information about the program, policy, or practice is available:
---
Local Businesses

Responsible Party

Anne Keeler  
Vice President for Finance  
Business Office

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit:

Yes

A brief description of the program:

Bridgewater does not have a formal policy to give preference to local businesses, but, for practical reasons, however, we end up using local businesses for many purchases – simply because these firms can perform more economically and efficiently. For example, landscape services or painting contractors use local labor and have lower transportation costs for both people and equipment. The College requires competitive bidding for all purchases over $2,000.00 and this ensures that the most cost effective option is selected, thereby advantaging local vendors in many cases.

The website URL where information about the program, policy, or practice is available:

---
Transportation

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

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

Credit

<table>
<thead>
<tr>
<th>Campus Fleet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Bicycle Sharing</td>
</tr>
<tr>
<td>Facilities for Bicyclists</td>
</tr>
<tr>
<td>Bicycle and Pedestrian Plan</td>
</tr>
<tr>
<td>Mass Transit Programs</td>
</tr>
<tr>
<td>Condensed Work Week</td>
</tr>
<tr>
<td>Telecommuting</td>
</tr>
<tr>
<td>Carpool/Vanpool Matching</td>
</tr>
<tr>
<td>Cash-out of Parking</td>
</tr>
<tr>
<td>Carpool Discount</td>
</tr>
<tr>
<td>Local Housing</td>
</tr>
<tr>
<td>Prohibiting Idling</td>
</tr>
<tr>
<td>Car Sharing</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Diana Miller
Administrative Assistant
Facilities and Support Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Plug-in hybrid vehicles in the institution’s fleet :
0

100 percent electric vehicles in the institution’s fleet :
1

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
0
Hydrogen fueled vehicles in the institution’s fleet :
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :
0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :
0

Total number of vehicles in the institution’s fleet, including all of the above :
39
Criteria

Institution's students commute to and from campus using more sustainable 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

The percentage (0-100) of institution’s students who use more sustainable commuting options:
84

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
16

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
84

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
0

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation:
0

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:
0

The website URL where information about alternative transportation is available:
---
Employee Commute Modal Split

Responsible Party

Teshome Molalenge
Director
Center for Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

According to human resources, Bridgewater currently has 375 employees, including adjuncts, part-time and full-time.

Employees with sustainable commuting/transportation:

A. 15 tenants as of May 2013.
B. 10-15 employees live within 4-6 blocks of campus.
C. 2 faculty members have electric cars.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options:

8

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:

92

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:

5

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:

0

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:

0

The website URL where information about alternative transportation is available:

---
Bicycle Sharing

Responsible Party

Robbie Miller
Chaplain and Director of Service Learning
Student Life

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

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

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):

The BIKE!BC program is sponsored by the campus chapter of New Community Project. NCP has rehabbed several bikes and invited clubs on campus to sponsor a bike. Each bike has instructions attached for how it is to be used. Students are free to use the bikes anywhere on campus but should not keep them for their own extended use. Currently, we have six bikes on campus and hope to add more in the future.

The website URL where information about the program, policy, or practice is available:
http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
Facilities for Bicyclists

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:

No

A brief description of the facilities:

---

The website URL where information about the program, policy, or practice is available:

---
Bicycle and Pedestrian Plan

Has the institution developed a bicycle plan?:
No

A brief description of the plan:
---

The website URL where information about the plan is available:
---
Mass Transit Programs

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?:
No

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

The website URL where information about the program is available:
---
Condensed Work Week

Responsible Party

Victoria Ingram
Director
Human Resources

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit:

Yes

A brief description of the program:

Bridgewater College offers a condensed work week for some of it's employees. They can choose whether or not to participate.

The website URL where information about the program is available:

---
**Telecommuting**

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

Does the institution offer a telecommute program for employees?:

No

A brief description of the program:

---

The website URL where information about the program is available:

---
Does the institution participate in a carpool/vanpool matching program?:
No

A brief description of the program:
---

The website URL where information about the program is available:
---
Cash-out of Parking

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?:

No

A brief description of the program:

---

The website URL where information about the program is available:

---
Carpool Discount

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

Does the institution offer reduced parking fees for car and van poolers?:
No

A brief description of the program:
---

The website URL where information about the program is available:
---
Local Housing

Responsible Party

Teshome Molalenge
Director
Center for Sustainability

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

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

A brief description of the incentives or programs:

We have 18 campus-owned houses that employees have the option of living in at competitive rental rates. This includes the president’s house. All College-owned staff housing is close to the parameter of the campus and provides easy walking distance to offices, classrooms, athletic facilities and to the campus center.

The website URL where information about the incentives or programs is available:
---
Prohibiting Idling

Has the institution adopted a policy prohibiting idling?:
No

A brief description of the policy:
---

The website URL where information about the policy is available:
---
Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
No

A brief description of the program:
---

The website URL where information about the program, policy, or practice is available:
---
Waste

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Reduction</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Electronic Waste Recycling Program</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
<tr>
<td>Materials Exchange</td>
</tr>
<tr>
<td>Limiting Printing</td>
</tr>
<tr>
<td>Materials Online</td>
</tr>
<tr>
<td>Chemical Reuse Inventory</td>
</tr>
<tr>
<td>Move-In Waste Reduction</td>
</tr>
<tr>
<td>Move-Out Waste Reduction</td>
</tr>
</tbody>
</table>
Waste Reduction

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Weight of materials recycled, 2005 baseline year:
---

Weight of materials composted, 2005 baseline year:
---

Weight of materials disposed as garbage, 2005 baseline year:
---

Weight of materials recycled, performance year:
---

Weight of materials composted, performance year:
---

Weight of materials disposed as garbage, performance year:
---

List the start and end dates of the waste reduction performance year:
---

On-campus residents, 2005:
---

Non-residential/commuter full-time students, faculty, and staff members, 2005:
---

Non-residential/commuter part-time students, faculty, and staff members, 2005:
On-campus residents, performance year:

Non-residential/commuter full-time students, faculty, and staff members, performance year:

Non-residential/commuter part-time students, faculty, and staff members, performance year:

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:

A brief description of the plan of action to achieve waste reduction goals:

The website URL where information about the institution’s waste reduction initiatives is available:
Waste Diversion

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

We don't have weight of items

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:

---

Materials disposed in a solid waste landfill or incinerator:

---

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

---
Construction and Demolition Waste Diversion

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:

---

Amount of construction and demolition materials landfilled or incinerated:

---

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

---
Electronic Waste Recycling Program

Responsible Party
Aaron Klein
Manager of Desktop Service and Telecomm.
Information Technology Center

Criteria

Part 1
Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2
Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

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

All of the electronic equipment to be recycled is stored in a separate storage room until the recycling company comes. All of the equipment is handled by the trained staff of the company and is loaded in a tamper-free, locked steel box so that none of the equipment is damaged in transit and therefore will not present a threat to the individuals at the other end. The company either refurbishes the equipment for reuse or recycles it responsibly in order to keep in out of a landfill.

A brief description of the electronic waste recycling program for institution-generated materials:

Electronics Recycling:
A. 5+ years on old computers and electronics
B. 3 years with Redemtech global e-Steward certified electronics recycler

http://e-stewards.org/

C. Strive for zero landfill policy on IT electronics

**A brief description of the electronic waste recycling program for student-generated materials:**

We partner with Call2 Recycle Program – a 501(c) 4 non-profit organization, to recycle all rechargeable batteries and cellphones on campus. This program is for the campus community, where students account for 70 percent of its population.

**The website URL where information about the e-waste recycling program is available:**

http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
Hazardous Waste Management

Responsible Party

Joseph M Crockett
Professor of Chemistry/Department Chair
Chemistry

Criteria

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.

"---" 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:
Reduction of materials in a lab and using products as reactants for later reaction. Any chemicals on the "right to know" list under the Superfund Amendments and Re-authorization Act (SARA) have been reduced or eliminated.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:
Every three years, we circulate or eliminate waste and excess chemicals.

The website URL where information about hazardous materials management is available:
---
Materials Exchange

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:
---

A brief description of the program:
---

The website URL where information about the program is available:
---
Does the institution limit free printing for students in all computer labs and libraries?:
Yes

A brief description of how printing is limited:
We do not provide free printing. WEPA printing systems are located around campus; where each student has a WEPA account and an automatic $5.00 credit to use (the student can add money as needed.) Each page costs cents to print. So far this year, it has decreased pages printed by at least 50 percent.

The website URL where information about the program, policy, or practice is available:
http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:
Yes

A brief description of the practice:
The course catalog and directories are available online. We do print some course catalogs, but that number gets smaller each year. When printing any piece for the College, we always first evaluate whether it needs to be printed at all or whether it could instead be put online or sent electronically.

The website URL where information about the practice is available:
http://www.bridgewater.edu/academics/academic-catalog/online-catalog#106
Chemical Reuse Inventory

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:
No

A brief description of the program:
---

The website URL where information about the practice is available:
---
Move-In Waste Reduction

Responsible Party
Teshome Molalenge
Director
Center for Sustainability

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

Does the institution have a program to reduce residence hall move-in waste?:
Yes

A brief description of the program:
Signs and instructions are placed near residence hall dumpsters for the cardboard drop during move-in (freshmen, transfers and returning students). During move-in, a person is designated to assist students and parents with cardboard pickup and collection efforts. We use this opportunity to inform students about our recycling program on campus. The program is very efficient:
• It reduces waste
• It encourages recycling
• It saves us resources – minimizes frequent pickups of dumpsters

The website URL where information about the program is available:
http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
Move-Out Waste Reduction

Responsible Party

Robbie Miller
Chaplain and Director of Service Learning
Student Life

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

Does the institution have a program to reduce residence hall move-out waste?:
Yes

A brief description of the program:

Bridgewater has a program to reduce residence hall move-out waste. At the end of the academic year when students are packing up their belongings and moving out, a lot of waste comes from perfectly good merchandise that could be donated, refurbished, etc. Eagle Exchange is basically our version of craigslist or Freecycle where students can sell or give away pretty much anything that would normally have gone in the trash. Students receive email showing what is for sale, what is already sold and what is wanted. Bridgewater's New Community Project club runs and monitors this program with the help of the Bridgewater IT Center. This program has been run for two years, and it has been a huge success.

New Community Project also set up an exchange location where students could take unwanted merchandise (mostly stuff that wasn't worth putting on Eagle Exchange.) Students take from the collection of items at the location, and anything left over was taken to a local thrift store that benefited the community. This exchange location was tried two years ago to coincide with the Eagle Exchange, and last year New Community Project held a clothing exchange at the end of the year to coincide with Eagle Exchange.

Similarly, in the middle of the year, one of the co-ed service fraternities held their first-ever clothing exchange. Both clothing exchanges were set up to where individuals could take slightly used, unwanted clothing, then come and get "new" free clothing.

In addition, NCP collected 13 pounds of school supplies at the end of the 2010-2011 academic year as part of the students' move-out waste production initiative and delivered these supplies to Rockingham Education Foundation Inc. (REFI). The Foundation is a 501(c) 3, non-profit organization, dedicated to raising funds and materials to support and facilitating programs to enhance education for students.

The website URL where information about the program is available:
http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
Water

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Consumption</td>
</tr>
<tr>
<td>Stormwater Management</td>
</tr>
<tr>
<td>Waterless Urinals</td>
</tr>
<tr>
<td>Building Water Metering</td>
</tr>
<tr>
<td>Non-Potable Water Usage</td>
</tr>
<tr>
<td>Xeriscaping</td>
</tr>
<tr>
<td>Weather-Informed Irrigation</td>
</tr>
</tbody>
</table>
Water Consumption

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

Water consumption, 2005 baseline year:
---

Water consumption, performance year:
---

List the start and end dates of the water consumption performance year:
---

On-campus residents, 2005:
---

Non-residential/commuter full-time students, faculty, and staff members, 2005:
---

Non-residential/commuter part-time students, faculty, and staff members, 2005:
---

On-campus residents, performance year:
---

Non-residential/commuter full-time students, faculty, and staff members, performance year:
---

Non-residential/commuter part-time students, faculty, and staff members, performance year:
---

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
---
Indication of whether institution has a stated commitment to water use reduction goals:
---

A brief description of the plan of action to achieve water use reduction goals:
---

The website URL where information about the institution’s water conservation initiatives is available:
---
Stormwater Management

Responsible Party

David Vandevander
Director of Facilities
Facilities and Support Services

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :
Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :
Yes
A brief description of the institution's stormwater management initiatives:

For all new construction or major renovations, a stormwater runoff plan is a required part of the design phase and required by local and state building codes in order to secure a building permit.

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

http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability

Does the institution have a living or vegetated roof?:

No

A brief description of the institution's living or vegetated roof:

---

Does the institution have porous paving?:

No

A brief description of the institution's porous paving:

---

Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:

---

Does the institution have stone swales?:

---

A brief description of the institution's stone swales:

---

Does the institution have vegetated swales?:

Yes

A brief description of the institution's vegetated swales:
Bridgewater has a swale (part concrete) that runs through campus directing runoff off campus into the North River.

**Does the institution employ any other technologies or strategies for stormwater management?:**

---

**A brief description of other technologies or strategies for stormwater management employed:**

---
Waterless Urinals

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

Does the institution use at least one waterless urinal?:
---

A brief description of the technology employed:
---

The website URL where information about the technology is available:
---
Building Water Metering

Responsible Party

David Vandevander
Director of Facilities
Facilities and Support Services

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:

Building level water consumption is available for 11 buildings and most of the balance of the College's buildings.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party
Teshome Molalenge
Director
Center for Sustainability

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:
Yes

A brief description of the source of non-potable water and how it is used:
We pump water from the Dry River and irrigate a significant percentage of the athletic fields located adjacent to the river. In 2012, we installed a new pump to improve efficiency and to conserve electricity.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:
50

The percentage of building space using water from recovered, reclaimed or untreated sources:
---

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
---

The website URL where information about the program, policy, or practice is available:
http://www.bridgewater.edu/about-us/center-for-sustainability/college-operations-related-to-sustainability
Xeriscaping

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
No

A brief description of the program or practice:
---

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:

No

A brief description of how weather data or sensors are used:

---

The website URL where information about the practice is available:

---
Planning, Administration & Engagement

Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Strategic Plan</td>
</tr>
<tr>
<td>Physical Campus Plan</td>
</tr>
<tr>
<td>Sustainability Plan</td>
</tr>
<tr>
<td>Climate Action Plan</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Teshome Molalenge
Director
Center for Sustainability

Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:
Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The mission of the Center for Sustainability at Bridgewater College is to implement institutional policies and programs that limit our environmental footprint and reduce operating costs, while instilling in our students and the entire College community the value of a sustainable life-style.

The committee is composed of faculty, students involved in sustainability on campus, as well as staff members. Each year the sustainability committee keeps track of the sustainability efforts being conducted on campus with programs such as student-run recycling, the Environmental Task Force, sustainability education and promotion, Earth Day and other community service opportunities. The committee meets monthly to discuss issues and solutions in relation to sustainability initiatives on campus.

Members of the committee, including affiliations:

Teshome Molalenge, Chair – Center for Sustainability.
Anne B. Keeler (ex officio), vice president for finance
Aaron Klein, Information Technology Center
Patricia Kearney, Health and Wellness
Tamara Johnstone-Yellin, Biology
David VandeVander, Facilities Management
Deva O'Neil, Physics
Dawn M. Ohanessian, Residence Life
Robbie Miller, Chaplain
Bernardo Motta, Communication Studies
Ellen M. Mitchell, Chemistry
Kevin Lam, Grounds
Kimberly Bolyard, Biology
Mary Speir, Dining Services
Brandi Livesay, Bookstore
Timothy A. Kreps, Environmental Science
Malinda Britt (Class of 2014)
Aaron Delong (Class of 2014)
Stephen Miller (Class of 2015)
Andrew Shepherd (Class of 2016)

The website URL where information about the sustainability committee is available:
https://mybc.bridgewater.edu/campus/center-for-sustainability/Pages/default.aspx

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
The Center for Sustainability is a campus focal point for sustainability-centered activities; it works across campus to support sustainable practices in operations, education, research and campus life. The major goals for the center include:
• Recommending and coordinating sustainability programs;
• Enhancing energy conservation and recycling programs on campus;
• Serving as a resource for students and faculty wishing to work on sustainability initiatives; such as internships and independent studies;
• Researching and recommending grant opportunities related to sustainability;
• Working/teaming with other campuses/organizations to promote sustainability;
• Facilitating workshops and conferences; and
• Providing employment opportunities for students willing and committed to working in the recycling program.

The number of people employed in the sustainability office:
1

The website URL where information about the sustainability office is available:
http://www.bridgewater.edu/about-us/center-for-sustainability

Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Teshome Molalenge
**Sustainability coordinator's position title:**
Director, Center for Sustainability

**A brief description of the sustainability coordinator's position:**

- Recommends and coordinates sustainability programs;
- Enhances energy conservation and recycling programs on campus;
- Serves as a resource for students and faculty wishing to work on sustainability initiatives; and
- Researches and recommends grant opportunities related to sustainability.

**The website URL where information about the sustainability coordinator is available:**
http://www.bridgewater.edu/news-and-media/releases/978-bc-names-sustainability-director
Strategic Plan

Responsible Party

Anne Keeler
Vice President for Finance
Business Office

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2,012

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

Under subsection h of "The Bridgewater Experience" it speaks of the commitment of the College to environmental sustainability by stating,

"The College takes seriously its responsibilities to the environment, society and future generations. Construction, renovation, maintenance and landscaping will continue to be designed and completed in cost-effective ways to reduce energy and resource consumption. Appropriate cost-effective renewable energy sources and operating techniques will be utilized by the College. Principles of sustainability and stewardship will be part of the student experience and will be promoted within the entire College community."

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes
Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

Certain sections, such as speaking of equipping students to sustainably be a part of the "global context" of everyday life as well as "Commitment to Socioeconomic, Geographic, Racial and Ethnic Diversity" highly promote social sustainability. There is also the subsection that speaks of community-based learning, so that the students will be able to continue their learning throughout all community settings and hopefully instill what they have learned into future generations.

Under subsection h of "The Bridgewater Experience" it speaks of the commitment of the college to environmental sustainability by stating,

"The College takes seriously its responsibilities to the environment, society and future generations. Construction, renovation, maintenance and landscaping will continue to be designed and completed in cost-effective ways to reduce energy and resource consumption. Appropriate cost-effective renewable energy sources and operating techniques will be utilized by the College. Principles of sustainability and stewardship will be part of the student experience and will be promoted within the entire College community."

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

The plan speaks of diversifying revenue to obtain more out-of-state and international students as well as increasing philanthropy so that the College's investment of funds and resources can be as sustainable as possible to allow for as much investment being put into future students as possible.
Also, on a different note, the plan seeks to reduce student debt so that students can most sustainably allocate their economic resources after they cease being a student.

Under subsection h of "The Bridgewater Experience" it speaks of the commitment of the College to environmental sustainability by stating,

"The College takes seriously its responsibilities to the environment, society and future generations. Construction, renovation, maintenance and landscaping will continue to be designed and completed in cost-effective ways to reduce energy and resource consumption. Appropriate cost-effective renewable energy sources and operating techniques will be utilized by the College. Principles of sustainability and stewardship will be part of the student experience and will be promoted within the entire College community."

The website URL where information about the strategic plan is available:
http://www.bridgewater.edu/files/Bridgewater-College-Strategic-Plan.pdf
Campus Sustainability Data Collector | AASHE
Physical Campus Plan

 Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

 Submission Note:

Credit approved by AASHE.

 Does the institution's physical campus plan include sustainability at a high level?:

Yes

A brief description of how the physical campus plan or amendment includes sustainability:

The physical campus plan of Bridgewater College is reflective of three basic principles: simplicity, space and sustainability. Therefore, the suggested action items that we developed through this planning process are organized according to these principles.

Simplicity
The campus has a straight-forward organization to it, along with a consistent style of architecture that lends to an aesthetic appearance. This plan respects that structure and strives to “keep it simple” and uncomplicated in its recommendations. The goal is to build upon what is good on campus in a cohesive and affordable manner that strengthens the overall character of the College.

Space
The goal of this principle is to create a hierarchy of outdoor spaces that strengthen the fabric of the campus, enhance the opportunity for social interaction and add to the character of Bridgewater College. This principle includes action items that will help to better define and bring energy to existing spaces as well as outline opportunities for new outdoor rooms on campus.
Sustainability
In today’s world we are more cognizant than ever before of the limited supply of natural resources and the human impact on our environment. The goal of this principle is to promote environmental stewardship and sustainability in an aesthetically and programmatic manner. This plan addresses sustainability in the action items and planning for the exterior spaces of campus, in proposed and existing features, as well as the perpetual maintenance of those spaces.

**The year the physical campus plan was developed or adopted:**
2,012

**The website URL where the physical campus plan is available:**
Sustainability Plan

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:
---

A brief description of how multiple stakeholder groups were involved in developing the plan:
---

A brief description of the plan’s measurable goals:
---

A brief description of how progress in meeting the plan’s goals is measured:
---

The website URL where more information about the sustainability plan is available:
---

The year the plan was developed or last updated:
---
Climate Action Plan

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:
---

A brief summary of the climate plan’s long-term goals:
---

A brief summary of the climate plan’s short-term goals:
---

Year the climate plan was formally adopted or approved:
---

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
---

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
---

The reduction level (percentage) institution has committed to:
---

The baseline year the institution used in its GHG emissions commitment:
---

The baseline emissions level institution used in its GHG emissions commitment:
---
The target year the institution specified in its GHG emissions commitment:

---

The website URL where information about the climate plan is available:

---
Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
</tr>
<tr>
<td>Measuring Campus Diversity Culture</td>
</tr>
<tr>
<td>Support Programs for Underrepresented Groups</td>
</tr>
<tr>
<td>Support Programs for Future Faculty</td>
</tr>
<tr>
<td>Affordability and Access Programs</td>
</tr>
<tr>
<td>Gender Neutral Housing</td>
</tr>
<tr>
<td>Employee Training Opportunities</td>
</tr>
<tr>
<td>Student Training Opportunities</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Responsible Party

Stephanie Wilson
Director of Multicultural Services
Center for Cultural Engagement

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:
Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

The Diversity Committee works with the Center for Cultural Engagement (CCE) to conduct educational and fun activities to promote diversity and multicultural awareness.

Members of the committee, including job titles and affiliations:

Charles Fleis (Chair), associate professor of foreign languages
Timothy Brazill, associate professor of sociology
Hunter Honeycutt, associate professor of psychology
David Huffman, associate professor of economics
Jean Hawk, professor of education
Maria Lugo, assistant professor of business administration
Julia Morton, associate professor of foreign languages
Bernardo Motta, assistant professor of communication studies
David Reznik, assistant professor of sociology
Mwizenge Tembo, professor of sociology

Student Members:
Joseph Macklin
Aseel Saied
Jessica Cortes

Office of International Education:
Coordinator, Anne T. Marsh
Convocation Program:
Director, Dr. Jeffrey Pierson

The website URL where information about the diversity and equity committee is available:
http://www.bridgewater.edu/about-us/diversity/committee/members

Does the institution have a diversity and equity office?:
Yes

A brief description of the diversity office:
The Center for Cultural Engagement has been very active in promoting and encouraging cultural awareness and equity. See other credits for their activities and benefits to students and faculty. The staff in the Center for Cultural Engagement works collaboratively with the office of international education and the convocation programs to create, organize and implement cultural awareness programs.

The number of people employed in the diversity office:
2

The website URL where information about the diversity and equity office is available:
http://www.bridgewater.edu/StudentLife/StudentLife/MulticulturalServices

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Stephanie Wilson

Diversity coordinator's position title:
Director, Center for Cultural Engagement

A brief description of the diversity coordinator's position:
The director oversees daily operations of the center, implements and promotes cultural programming with an intercultural focus. The director also works to ensure that under-represented students experience successful integration to the campus with academic and engagement success.

The website URL where information about the diversity and equity coordinator is available:
http://www.bridgewater.edu/student-life/center-for-cultural-engagement
Measuring Campus Diversity Culture

Responsible Party
Charles Fleis
Associate Professor of Foreign Language
Foreign Languages

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:
Yes

A brief description of the assessment(s):

The Committee on Campus Diversity did a survey of all faculty, staff and students in spring 2013. It was a campus climate survey to assess attitudes, perceptions and needs.

Year the assessment was last administered:
2013

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

Results are set to be analyzed in fall 2013 and decisions or actions needed/expected on spring 2014 unless immediate and urgent awareness arises. It will reach out to all aspects of campus life.

The website URL where information about the assessment(s) is available:
---
Support Programs for Underrepresented Groups

Responsible Party

Stephanie Wilson
Director of Multicultural Services
Center for Cultural Engagement

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

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

Yes

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

Our Center for Cultural Engagement (CCE) has many different branches that offer bonding opportunities for underrepresented groups, activities for students and a peer-to-peer mentoring program (normally upperclassman to freshman). There are also clubs on campus that are a branch of the multicultural service department and perform many of the same roles. These include Black Student Association, International Club, Lift Your Voice Gospel Choir, Empowered Women, and Visible Men.

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

None

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

None

The website URL where more information about the programs in each of the three categories is available:

http://www.bridgewater.edu/StudentLife/StudentLife/MulticulturalServices
Support Programs for Future Faculty

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 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 programs that meet the criteria for this credit?:

No

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

---

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

---
Affordability and Access Programs

Responsible Party
Reginald Webb
Vice President for Enrollment Management
Admissions

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

Submission Note:

The information on the strategic plan and "Helping Hands" was added by Teshome Molalenge.

"---” 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 the institution’s participation in federal TRIO programs:

---

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students?:

---
A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

---

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

---

A brief description of the institution's scholarships for low-income students:

---

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

---

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

---

A brief description of the institution’s other admissions policies and programs:

Bridgewater College does not have a specific program to help low-income students. However, it provides financial aid to those students based on need and based on merit.

A brief description of the institution’s other financial aid polices or programs:

---

A brief description of the institution’s other policies and programs not covered above:

The strategic plan for Bridgewater College, BC 2020, Section 3. states the importance of "Affordability and Access” to the College. Socioeconomic diversity on campus enhances learning and is consistent with the College’s ethic of social responsibility. Therefore, the College will strive to keep the cost of The Bridgewater Experience affordable. To those ends:

a. Degree completion in four years or less,
b. Community college transfers,
c. Commitment to socioeconomic, geographic, racial and ethnic diversity,
d. Student debt.

In addition:
Bridgewater College has a program called "Helping Hands” in which it assists returning students who cannot continue their education due to financial difficulties.
to family financial challenges.

The website URL where information about programs in each of the areas listed above is available: ---
Gender Neutral Housing

Responsible Party

Dawn Ohanessian
Director of Residence Life
Office of Student Life

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:

Yes

A brief description of the program, policy, or practice:

No formal policy currently exists, but we do make accommodations as requested on a case-by-case basis through the residence life office.

The website URL where information about the program, policy, or practice is available:

---
Employee Training Opportunities

Responsible Party

Victoria Ingram
Director
Human Resources

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:
All cultural competence activities open to students are also open to all interested faculty and staff. In addition, there are days devoted primarily to cultural competence training – we had one on Nov. 8, 2011. The office of human resources and the Center for Cultural Engagement bring individuals to campus to discuss various aspects of cultural competence and awareness to the faculty and staff as well as adding available training for any interested employees. There will also be a convocation with a cultural awareness guest speaker. This will be open to both students and faculty.

The website URL where information about the trainings and activities are available:
http://www.bridgewater.edu/student-life/center-for-cultural-engagement/multicultural-services/cultural-awareness-celebrations
Student Training Opportunities

Responsible Party
Stephanie Wilson
Director of Multicultural Services
Center for Cultural Engagement

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

Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:
Any student may get involved with the Center for Cultural Engagement (CCE) to learn about different cultures represented on campus. The office provides many activities throughout the year celebrating and educating people on many different cultures. The diversity awareness that they receive is an incomparable value in life and in the world. The center also hosts programs that integrate self-knowledge into professional development leadership series.

The website URL where information about the trainings and activities are available:
http://www.bridgewater.edu/StudentLife/StudentLife/MulticulturalServices
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Compensation</td>
</tr>
<tr>
<td>Employee Satisfaction Evaluation</td>
</tr>
<tr>
<td>Staff Professional Development in Sustainability</td>
</tr>
<tr>
<td>Sustainability in New Employee Orientation</td>
</tr>
<tr>
<td>Employee Sustainability Educators Program</td>
</tr>
<tr>
<td>Childcare</td>
</tr>
<tr>
<td>Employee Wellness Program</td>
</tr>
<tr>
<td>Socially Responsible Retirement Plan</td>
</tr>
</tbody>
</table>
Sustainable Compensation

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

Total number of employees working on campus (including contractors):
---

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
---

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:
---

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:
---

The website URL where information about the institution’s compensation policies and practices is available:
---
Employee Satisfaction Evaluation

Responsible Party

Victoria Ingram
Director
Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

The human resources department sent out a comprehensive survey to gauge employee satisfaction in October 2011. This was the first evaluation of this kind and it is now planned to occur every two years. The survey was sent out via email to reduce the paper usage for the endeavor and the compiled data is currently being analyzed. No results have been published or dispersed yet, but will be soon and will allow for needed improvements to be made.

The year the employee satisfaction evaluation was last administered:

2011

The website URL where information about the institution’s employee satisfaction evaluation process is available:

---
Staff Professional Development in Sustainability

 Responsible Party

 Victoria Ingram
   Director
   Human Resources

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff?:

No

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

---

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

---
Sustainability in New Employee Orientation

Responsible Party

Victoria Ingram
Director
Human Resources

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?: Yes

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

There is an entire section included within every new employee orientation conducted by Teshome Molalenge in sustainability. This section outlines aspects of campus sustainability from where the recycle bins are located to the new sustainable standards for different campus buildings. This section of the orientation provides new employees with an adequate comprehension of all "green" features of the campus. Brochures are provided to new employees so that the reviewed information will be easily accessible.

The website URL for the information about sustainability in new employee orientation:
---
Employee Sustainability Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution:
---

Program name (1st program):
---

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

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

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

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

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

Program name (2nd program):
---

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

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

---

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

---

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

---

Program name(s) (all other programs):

---

Number of employees served by the program(s) (all other programs):

---

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

---

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

---

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

---

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

---
Childcare

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

No

A brief description of the child care program, policy, or practice:

---

The website URL where information about the program, policy, or practice is available:

---
Employee Wellness Program

Responsible Party

Victoria Ingram
Director
Human Resources

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:
Yes

A brief description of the employee wellness program, policy, or practice:

In February 2012, the office of human resources began implementing this program which assesses every aspect of employee health, both physical and mental, and makes adjustments and recommendations based on the results. It is available to all faculty and staff and includes a BMI, blood drawing, mental health questionnaire and much more.

The website URL where information about the program, policy, or practice is available:
http://www.bridgewater.edu/faculty-and-staff/human-resources/wellness-resources
**Socially Responsible Retirement Plan**

**Responsible Party**

Victoria Ingram  
Director  
Human Resources

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

**Does the institution offer a socially responsible investment option for retirement plans?:**  
Yes

**A brief description of the socially responsible investment option for retirement plans:**  
Bridgewater College offers a socially responsible retirement plan with TIAA CREF financial services. They have implemented it for a number of years and it has been successful. TIAA CREF strives to offer socially responsible retirement plans that promote environmental challenges, human rights and economic development, and executive compensation and corporate accountability.

**The website URL where information about the program, policy, or practice is available:**  
http://www.bridgewater.edu/faculty-and-staff/human-resources/retirement-resources
http://www.tiaa-cref.org/prospectuses
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Shareholder Advocacy</td>
</tr>
<tr>
<td>Positive Sustainability Investments</td>
</tr>
<tr>
<td>Student-Managed Sustainable Investment Fund</td>
</tr>
<tr>
<td>Sustainable Investment Policy</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:
---

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns:
---

Members of the CIR, including affiliations:
---

Recent examples (within the past 3 years) of CIR actions:
---

The website URL where information about the committee is available:
---
**Shareholder Advocacy**

**Criteria**

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:**

No

**Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Has the institution conducted a negative screening of its entire investment pool within the last three years?:**

No

**A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :**

---

**The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:**

---
Positive Sustainability Investments

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

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

Total value of the investment pool:
---

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:
---

Value of holdings in businesses selected for exemplary sustainability performances:
---

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:
---

Value of holdings in community development financial institutions (CDFIs):
---

Value of holdings in socially responsible mutual funds with positive screens:
---

A brief description of the companies, funds, and/or institutions referenced above:
---

The website URL where information about the institution’s sustainability investment activities is available:
Student-Managed Sustainable Investment Fund

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:

---

A brief description of the student-managed sustainable investment fund:

---

The website URL where information about the fund is available:

---
Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:
---

A brief description of the sustainable investment policy:
---

The website URL where information about the policy is available:
---
Investment Disclosure

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:
---

A brief description of the institution’s investment disclosure practices:
---

The website URL where information about investment disclosure available:
---
Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Sustainability Partnerships</td>
</tr>
<tr>
<td>Inter-Campus Collaboration on Sustainability</td>
</tr>
<tr>
<td>Sustainability in Continuing Education</td>
</tr>
<tr>
<td>Community Service Participation</td>
</tr>
<tr>
<td>Community Service Hours</td>
</tr>
<tr>
<td>Sustainability Policy Advocacy</td>
</tr>
<tr>
<td>Trademark Licensing</td>
</tr>
<tr>
<td>Graduation Pledge</td>
</tr>
<tr>
<td>Community Service on Transcripts</td>
</tr>
<tr>
<td>Farmers' Market</td>
</tr>
</tbody>
</table>
Community Sustainability Partnerships

Responsible Party
Stephanie Wilson
Director of Multicultural Services
Center for Cultural Engagement

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

Submission Note:

Additional URLS

http://www.bridgewater.edu/student-life/center-for-cultural-engagement/service-learning/americo
rps-vista

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:
Yes

A brief description of the institution’s sustainability partnerships with the local community:

Bridgewater College works collaboratively with New Community Project (NCP) on a number of ventures. We host the only college chapter of NCP.

Through an AmeriCorps VISTA grant, Bridgewater College is partnered with NCP which has both a local and college chapter. The organization is an international organization and sustainability is a key component of the mission of the organization. Through the VISTA project, we raised $775.00 to help complete the Sustainable Living Center on the compound of NCP in Harrisonburg, Va. Faculty have tied courses to NCP, whereby students participate in a number of volunteer capacities for the organization. The Bridgewater College chapter of NCP, raises awareness as well as funds to support the mission of the organization.

The website URL where information about sustainability partnerships is available:
http://www.newcommunityproject.org/grounds_keepers.shtml
Inter-Campus Collaboration on Sustainability

Criteria

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

"---" 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?:

No

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

---

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

---

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

---

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

---
Sustainability in Continuing Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:

No

Number of sustainability continuing education courses offered:

---

Total number of continuing education courses offered:

---

Does the institution have a sustainability-related 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 Participation

Responsible Party

Stephanie Wilson
Director of Multicultural Services
Center for Cultural Engagement

Criteria

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

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

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

The number of students engaged in community service:
1,688

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
1,688

The website URL where information about the institution’s community service initiatives is available:
http://www.bridgewater.edu/StudentLife/Service-Learning/Service-LearningCenterResources
Community Service Hours

Responsible Party

Stephanie Wilson
Director of Multicultural Services
Center for Cultural Engagement

Criteria

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

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

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

The number of student community service hours contributed during a one-year period:
21,261

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
1,688

The website URL where information about the institution’s community service initiatives is available:
http://www.bridgewater.edu/StudentLife/Service-Learning/Service-LearningCenterResources
Sustainability Policy Advocacy

Criteria

Institution advocates for federal, state, 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.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

---

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

---

The website URL where information about the institution’s advocacy efforts are available:

---
Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

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

Has the institution expressed intention to participate in the Designated Suppliers Program?:
---

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

Responsible Party

Robbie Miller
Chaplain and Director of Service Learning
Student Life

Submission Note:

Additional URL


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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

Yes

A brief description of the graduation pledge program:

Emailed to the graduating class each year, the pledge to be signed states, “I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work.” This is the 13th year that this has been offered to seniors and is completely voluntary.

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

http://www.graduationpledge.org/
Community Service on Transcripts

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

Does the institution include community service achievements on student transcripts?:
No

A brief description of the practice:
---

The website URL where information about the practice is available:
---
Farmers' Market

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

Does the institution host a farmers’ market for the community?:
No

A brief description of the farmers’ market:
---

The website URL where information about the market is available:
---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
</tr>
<tr>
<td>Innovation 2</td>
</tr>
<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
Innovation 1

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 2

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 4

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Food Education</td>
</tr>
<tr>
<td>Food and Beverage Purchases</td>
</tr>
<tr>
<td>Confinement-Free Food Purchases</td>
</tr>
<tr>
<td>Vegetarian-Fed Food Purchases</td>
</tr>
<tr>
<td>Hormone-Free Food Purchases</td>
</tr>
<tr>
<td>Seafood Purchases</td>
</tr>
<tr>
<td>Dishware</td>
</tr>
<tr>
<td>Energy Initiatives</td>
</tr>
<tr>
<td>Energy Use by Type</td>
</tr>
<tr>
<td>Procurement</td>
</tr>
<tr>
<td>Bike Sharing</td>
</tr>
<tr>
<td>Water Initiatives</td>
</tr>
<tr>
<td>Endowment</td>
</tr>
<tr>
<td>Sustainability Staffing</td>
</tr>
</tbody>
</table>
New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:
---

Provide a brief description of the presentations, speakers or skits:
---

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)?:
---

Provide a brief description of the presentations:
---

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:
---

Provide a brief description of the activities:
---

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:
---

Provide a brief description of the efforts:
---

Does the institution incorporate sustainability into new student orientation in other ways?:
---
Provide a brief description:

---
Food Education

Responsible Party

Donna Hoskins
Assistant Professor of Health and Human Sciences
Health and Human Sciences

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices?:
Yes

Provide a brief description:

Students are educated in an academic class about how to make eco-positive food choices. They do this by watching Food Inc. and in detailed, critical thinking discussions and exercises.

Are students educated in dining facilities about how to make eco-positive food choices?:
---

Provide a brief description:

---

Are students educated during orientation about how to make eco-positive food choices?:
---

Provide a brief description:

---

Are students educated in other venues about how to make eco-positive food choices?:
---

Provide a brief description:
Is there a program by which students are encouraged to and/or taught how to grow their own food?

Provide a brief description of the program:
Food and Beverage Purchases

Responsible Party

Mary Speir
General Manager
College Dining Services

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded:

15

The percentage of food and beverage expenditures that were grown within 100 miles of the institution:

29

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD):

---

List items procured for dining services from on-campus organic garden(s):

We have not yet had a chance as items have not come into season.

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s):

---

List all Fair Trade certified items purchased:

---
Confinement-Free Food Purchases

Responsible Party

Mary Speir
General Manager
College Dining Services

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased:
Packet

Percentage purchased:

1

Comments:
cage free eggs

Type of confinement-free product purchased (1st product):
---

Percentage purchased (1st product):
---

Comments (1st product):
---

Type of confinement-free product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---
Type of confinement-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of confinement-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---
Vegetarian-Fed Food Purchases

Responsible Party

Mary Speir
General Manager
College Dining Services

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product):
beef, cattlemen's select

Percentage purchased (1st product):
33

Comments (1st product):
angus burgers (all are grain and/or grass fed)

Type of vegetarian-fed product purchased (2nd product):
Chicken, Patuxent

Percentage purchased (2nd product):
1

Comments (2nd product):
8 Way chicken

Type of vegetarian-fed product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---
Type of vegetarian-fed product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Hormone-Free Food Purchases

Responsible Party

Mary Speir
General Manager
College Dining Services

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product):
Homestead Creamery

Percentage purchased (1st product):
6.25

Comments (1st product):
Milk and Ice Cream purchases

Type of hormone-free product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of hormone-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---
Type of hormone-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of hormone-free product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Seafood Purchases

Responsible Party

Mary Speir
General Manager
College Dining Services

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product):
Clam Strips Packets

Percentage purchased (1st product):
24

Standard used (1st product):
MBASW

Comments (1st product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):
Tilapia, HBD

Percentage purchased (2nd product):
1

Standard used (2nd product):
MBASW

Comments (2nd product):
---
Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):

Pangasuis, Harbor BNK

Percentage purchased (3rd product):
20

Standard used (3rd product):
MBASW

Comments (3rd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):

Shrimp, Raw Harbor Bay

Percentage purchased (4th product):
14

Standard used (4th product):
MBASW

Comments (4th product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):

---

Percentage purchased (5th product):
---

Standard used (5th product):
---

Comments (5th product):
---
Dishware

Responsible Party
Mary Speir
General Manager
College Dining Services

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations?:
Yes

Does the institution offer plastic dishware at its dining services locations?:
Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:
No

Does the institution offer post-consumer recycled content dishware at its dining services locations?:
Yes

Does the institution offer biodegradable / compostable dishware at its dining services locations?:
Yes

Does the institution offer other types of dishware at its dining services locations?:
---

Provide a brief description.:   
---
Energy Initiatives

Responsible Party
Teshome Molalenge
Director
Center for Sustainability

Criteria
Institution provides details about its energy initiatives.

Submission Note:
1. In 2009, we upgraded and retrofitted existing T-12 fluorescent light fixtures in Geisert Hall with T-8 fluorescent technology and replaced the magnetic ballasts with electronic ballasts.
2. In 2010, we installed a significant number of LED lighting units both in exterior and interior lighting.
3. In 2010, we upgraded and retrofitted all existing incandescent light fixtures in Wakeman Hall with T-8 compact fluorescent technology and installed occupancy sensors.
4. In 2010, we installed new energy efficient light fixtures in Daleville Hall common areas and hallways.
5. In 2010, we installed new Energy Star washers and dryers in all residence halls and student houses.
6. In 2011, we installed T-8 compact fluorescent technology in Blue Ridge Hall Student Lounge.
7. In 2011, we installed T-8 compact fluorescent technology in Yount Hall (Partially).
8. In 2012 we renovated the Kline Campus Center Main Dining Hall and installed T-5 fluorescent and LED lighting fixtures which are controlled by a computerized light control and energy reduction system.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:
10

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:
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The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:
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The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:
The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:

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The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:

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The combined gross square footage of all buildings that are ENERGY STAR labeled:

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The names of all buildings that are ENERGY STAR labeled:
Energy Use by Type

Responsible Party

Teshome Molalenge
Director
Center for Sustainability

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal.:
0

The percentage of total electricity use from wind.:
0

The percentage of total electricity use from biomass.:
0

The percentage of total electricity use from natural gas.:
0

The percentage of total electricity use from solar PV.:
0

The percentage of total electricity use from geothermal.:
0

The percentage of total electricity use from nuclear.:
0

The percentage of total electricity use from hydro.:
0

The percentage of total electricity use from other.:
0
Provide a brief description.:
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The percentage of total energy used for heating buildings from coal.:
0

The percentage of total energy used for heating buildings from biomass.:
0

The percentage of total energy used for heating buildings from electricity.:
0

The percentage of total energy used for heating buildings from natural gas.:
50

The percentage of total energy used for heating buildings from geothermal.:
0

The percentage of total energy used for heating buildings from fuel oil.:
10

The percentage of total energy used for heating buildings from other.:
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Provide a brief description.:
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If cogeneration, please explain.:
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Procurement

Responsible Party

Teshome Molalenge
Director
Center for Sustainability

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):

75

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:

No

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars):

2

Does the institution’s vendor code or policy require vendors to use less packaging?:

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Bike Sharing

Responsible Party

Teshome Molalenge
Director
Center for Sustainability

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs:
10
Water Initiatives

Criteria

Institution provides details about its water initiatives.

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

Is there a ban or restriction on selling or distributing bottled water on campus? :

No

Provide a brief description of any bottled water ban or restriction :

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Does the institution meter any of its non-potable water usage? :

No

The percentage of urinals on campus that are waterless :

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Endowment

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year:
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Date as of:
---

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?:
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If yes, or if currently under consideration, provide a brief description:
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Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds):
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Size of capital commitments made within past 3 years:
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Provide a brief description:
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Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:
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Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:
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Do investment managers handle the details of proxy voting on environmental and social resolutions?:
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Do investment managers handle the details of proxy voting on corporate governance resolutions?:
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Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions?:
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Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?:
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Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions?:
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Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?:
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Does a single administrator determine proxy votes on environmental and social resolutions?:
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Does a single administrator determines proxy votes on corporate governance resolutions?:
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Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?:
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Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions?:
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Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on environmental and social resolutions?:
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Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions?:
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Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website?:

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Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website?:

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Sustainability Staffing

Responsibility Party

Teshome Molalenge
Director
Center for Sustainability

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

For Fall 2013, we have:

1. Six students working in the Recycling Program
2. Two students in Campus Waste Audit, and
3. One in Campus Energy Audit, respectively.

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

1.75

FTE staff on payroll:

1

FTE student intern/fellow:

9