Goshen College

The following information was submitted through the STARS Reporting Tool.

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

The passthrough subcategory for the boundary

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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational Characteristics</th>
</tr>
</thead>
</table>

| Academics and Demographics       |
### Institutional Boundary

**Criteria**

This won't display

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

**Institution type:**

Baccalaureate

**Institutional control:**

Private non-profit

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

<table>
<thead>
<tr>
<th>Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public health school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Reason for excluding agricultural school:**

---
Reason for excluding medical school:

---

Reason for excluding pharmacy school:

---

Reason for excluding public health school:

---

Reason for excluding veterinary school:

---

Reason for excluding satellite campus:

---

Reason for excluding hospital:

---

Reason for excluding farm:

---

Reason for excluding agricultural experiment station:

---

Narrative:

---
Operational Characteristics

Criteria

n/a

Submission Note:

As of May 2013, Goshen College purchases 100% of its electricity using renewable energy credits verifiable through Green-E

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

Endowment size:

102,259,585 US/Canadian $

Total campus area:

165 Acres

IECC climate region:

Marine

Locale:

Large town

Gross floor area of building space:

745,069 Gross Square Feet

Conditioned floor area:

739,057 Square Feet

Floor area of laboratory space:

22,440 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

283,219 Square Feet
### Electricity use by source::

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total electricity use (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>0</td>
</tr>
<tr>
<td>Coal</td>
<td>0</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Hydro</td>
<td>0</td>
</tr>
<tr>
<td>Natural gas</td>
<td>0</td>
</tr>
<tr>
<td>Nuclear</td>
<td>0</td>
</tr>
<tr>
<td>Solar photovoltaic</td>
<td>0</td>
</tr>
<tr>
<td>Wind</td>
<td>100</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>---</td>
</tr>
<tr>
<td>Coal</td>
<td>---</td>
</tr>
<tr>
<td>Electricity</td>
<td>---</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>---</td>
</tr>
<tr>
<td>Geothermal</td>
<td>11.40</td>
</tr>
<tr>
<td>Source</td>
<td>Amount</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Natural gas</td>
<td>88.60</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---
Academics and Demographics

Criteria

n/a

Submission Note:

These numbers are based upon fall enrollment in 2013-14

The academic governance is divided into five schools
School of Society and Religion
School of Humanities: Arts, Languages, Literature
School of Nursing and Science
School of Professional Studies
Graduate & Continuing Studies

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

Number of academic divisions:
5

Number of academic departments (or the equivalent):
23

Full-time equivalent enrollment:
820.90

Full-time equivalent of employees:
276.50

Full-time equivalent of distance education students:
0

Total number of undergraduate students:
783

Total number of graduate students:
60

Number of degree-seeking students:
888
Number of non-credit students: 0

Number of employees: 321

Number of residential students: 468

Number of residential employees: 3

Number of in-patient hospital beds: 0
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
</tr>
<tr>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Undergraduate Program</td>
</tr>
<tr>
<td>Graduate Program</td>
</tr>
<tr>
<td>Immersive Experience</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
</tr>
</tbody>
</table>
Academic Courses

Responsible Party

Ryan Sensenig
Assistant Professor of Biology
Department of Biological Sciences

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

This credit does not include continuing education and extension courses, which are covered by EN 11: Continuing Education.
Figures required to calculate the percentage of courses with sustainability content:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sustainability courses offered</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Number of courses offered that include sustainability</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Total number of courses offered by the institution</td>
<td>594</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):
8

Total number of academic departments (or the equivalent) that offer courses (at any level):
23

Number of years covered by the data:
Two

A copy of the institution’s inventory of its course offerings with sustainability content (and course descriptions):
Sustainability Course Inventory 2014.docx

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

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

A brief description of the methodology the institution followed to complete the course inventory:
Courses were compared to the following criteria: a course is either sustainability focused or related when it has themes relating to sustainability, be it of the earth, the environment, social systems, etc. Courses with interdisciplinary themes and connections that consider human-human interactions as they pertain to natural and social systems or human-environment interactions are also included, as well as courses that discuss management of resources and policies as they pertain to the environment.
How did the institution count courses with multiple offerings or sections in the inventory?:
---

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

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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>Yes</td>
</tr>
<tr>
<td>Praticums</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent study</td>
<td>No</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis/dissertation</td>
<td>No</td>
</tr>
<tr>
<td>Clinical</td>
<td>Yes</td>
</tr>
<tr>
<td>Physical education</td>
<td>Yes</td>
</tr>
<tr>
<td>Performance arts</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Does the institution designate sustainability courses on student transcripts?:
Yes
Learning Outcomes

Responsible Party

Ryan Sensenig
Assistant Professor of Biology
Department of Biological Sciences

Criteria

Institution’s students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, “degree programs” include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in EN 11: Continuing Education. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of “sustainability learning outcomes” included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for AC 3: Undergraduate Program and AC 4: Graduate Program) in lieu of the above criteria.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:
56

Total number of graduates from degree programs:
275

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

A list of degree, diploma or certificate programs that have sustainability learning outcomes:
Accounting
Business
Elementary education
Environmental Science
Environmental Education (M.A.)

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

---

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

---
Undergraduate Program

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Science

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

The Environmental Science major offers three different tracks: ecology, agroecology and sustainability. Students take courses that are specific to their chosen tracks, along with general science and environmental courses. This degree incorporates courses from a variety of departments, offering students an interdisciplinary view of environmental science and sustainability.

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

http://www.goshen.edu/biology/environmental-science-sustainability-at-gc/

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

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

---

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

---

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

---

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

---

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

---

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

---

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

Yes

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

Sustainability

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

The sustainability minor draws upon the Sustainability Semester in Residence (SSR) for the majority of the credits for this minor. The Sustainability Semester in Residence is an undergraduate immersion program offered in the fall semester, which is focused on sustainability and regeneration. A cohort of students spends the semester in full-time residence at Merry Lea’s Rieth Village. Students closely evaluate day-to-day decisions and make sustainable living choices concerning both personal lifestyle and community life. They study ecosystems and their functions at Merry Lea and in the surrounding region.

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

http://www.goshen.edu/seed/sustainability-minor/

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

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

The website URL for the undergraduate minor, concentration or certificate (2nd program):  
http://www.goshen.edu/biology/environmental-science-sustainability-at-gc/

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

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

The website URL for the undergraduate minor, concentration or certificate (3rd program):  
http://www.goshen.edu/biology/environmental-science-sustainability-at-gc/

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

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Institution offers at least one:

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

  And/or

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

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

This credit was marked as Not Applicable for the following reason:

*Institution offers fewer than 25 distinct graduate programs.*
Immersive Experience

Responsible Party

Luke Gascho
E.D.
Merry Lea

Criteria

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

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

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

  And/or

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

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

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

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

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

Yes

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

The Sustainability Semester in Residence is an undergraduate immersion program offered by SEED. This is a fall semester program focused on sustainability and regeneration. A cohort of students spends the semester in full-time residence at Merry Lea's Rieth Village, where they are immersed in the issues they are studying. Students closely evaluate day-to-day decisions and make sustainable living choices concerning both personal lifestyle and community life. They study ecosystems and their functions at Merry Lea and in the surrounding region. The Sustainability Semester in Residence (SSR) is a problem-based learning experience in which students engage in solving real issues of local concern. The learning community provides an opportunity for students and faculty with a wide range of backgrounds and expertise to contribute to the process of understanding these problems and looking for solutions. Students interact with people from the local community who are faced with real environmental issues and learn the complexity of and interdisciplinary nature of possible solutions.

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

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

This credit includes graduate as well as undergraduate students.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Incentives for Developing Courses

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Campus as a Living Laboratory

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

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

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

Submission Note:

Using the campus as a living/learning laboratory is a highly desirable outcome and likely to become more prevalent in the years to come.

"---" indicates that no data was submitted for this field
Is the institution utilizing the campus as a living laboratory in the following areas?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air &amp; Climate</td>
<td>No</td>
</tr>
<tr>
<td>Buildings</td>
<td>No</td>
</tr>
<tr>
<td>Dining Services/Food</td>
<td>Yes</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchasing</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>No</td>
</tr>
<tr>
<td>Waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Water</td>
<td>Yes</td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>Yes</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>Yes</td>
</tr>
<tr>
<td>Investment</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>---</td>
</tr>
<tr>
<td>Other</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

---

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

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

Java Junction is a student-managed coffee bar on the campus of Goshen College. All employees are students and the managers are selected by the business department through an application process. Managers enroll in BUS 360, Java Junction Management, and receive academic credit for managing all aspects of the business; operations, human resources, marketing, purchasing, and accounting. Students are supervised by a business department faculty member and receive a grade for their work based on the success of the business as well as their own individual contributions to the management team. Java Junction provides an atmosphere that allows students, faculty, staff, and the Goshen community to enjoy quality food and beverages, live music, and fellowship.

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

Students in the chemistry department have built a biodiesel manufacturing facility that converts waste vegetable oil from the dining hall to biodiesel. The biodiesel that is manufactured is used to help power the campus stationary emergency electric generator.

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

Students came up with a proposal several years ago to convert some land on the campus to restorative prairies, in an effort to both save money and increase the ecological benefits. This was proposed to the Ecological Stewardship Committee who approved the proposal and then implemented the plan. Current Environmental Economics students will now be looking into this again to check whether the original cost-benefit analysis was correct. These native landscapes are literally a laboratory for several environmental science courses.

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

---

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

---

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

For three years members of EcoPax have been maintaining a food composting system that takes food waste from the dining hall and composts it on site. This project has provided opportunity to construct the composters, conduct research and make formal presentations to the US Composting Council.
A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

As a class project for the Sustainability Semester curriculum, a group of students did an inventory of the Goshen College storm water system and developed a strategy for retaining 100% of the storm water runoff on site. While this plan has not been implemented, this study will likely become the foundational work when stormwater projects are undertaken.

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

The Student Senate on campus is very involved in bringing about change on campus through its direct line to the President's Council. The current vice-president of the Senate is also a co-leader of EcoPAX, the environmental peace club, and thus is able to bring up sustainability-related issues as needed. Student involvement on the Ecological Stewardship Committee has also been a positive influence on coordination, planning and governance.

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

We recently revised our general education curriculum to start with a focus on identity, culture and communication and built that thread all the way through our general education. We encourage faculty development of teaching for multiple learners through ongoing trainings. Maple Scholars projects have focused on diversity and we have faculty fellows around diversity topics through the CIIE. Martin Luther King Jr. Day is set aside as an academic study day each year, with a focus on learning about diversity, reconciliation, peace and justice. Our Study Service Term (SST) program is a required study-abroad semester that is mixed in with voluntary work, giving students the opportunity to experience diversity first-hand.

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

Trackside Community Garden was funded by in part by the class gift from the 2013 graduating class.

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

Several members of the student-led EcoPAX (environmental peace) club have recently been engaging with administration in discussions on fossil fuel divestment. This has included conversations with the Vice President of Finance as well as a coffee hour centered around divestment, open to all students and the public, with an attendance of around 70 students.

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

---

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

In 2012, students from the Physics Department along with assistance from the Physical Plant built a solar hot water collection system, to provide hot water for the showers in the Recreational Fitness Center. This system is tied to the campus energy management system and realtime data is available for research and analysis.

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

http://www.goshen.edu/gogreen
Research

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Research</td>
</tr>
<tr>
<td>Support for Research</td>
</tr>
<tr>
<td>Access to Research</td>
</tr>
</tbody>
</table>
Academic Research

Responsibility Party

Ryan Sensenig
Assistant Professor of Biology
Department of Biological Sciences

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

11

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

43

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

4

The total number of academic departments (or the equivalent) that conduct research:
A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

---

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

Jody Saylor, Department of Biological Sciences
Ryan Sensenig, Department of Biological Sciences
Bill Minter, Department of Biological Sciences
Andy Ammons, Department of Biological Sciences
Dale Hess, Department of Biological Sciences
Jan Bender Shetler, Department of History and Political Science
Kent Palmer, Department of Informatics
David Ostergren, Department of Sustainability and Environmental Education
Jonathon Schramm, Department of Sustainability and Environmental Education
Laura Yoder, Department of Sustainability and Environmental Education
Lisa Zinn, Department of Sustainability and Environmental Education

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

Every department chair was emailed and asked how many members of his/her department was participating or had recently participated in research. The chairs were provided with a brief description of STARS, and asked to give their ideas as to whether any of the research being done in their department was related to sustainability. This decision was left up to the departmental chairs as they were not only more knowledgeable about the research within their department, but also to involve more people in this process.

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

---

The website URL where information about sustainability research is available:

---
Support for Research

Responsible Party

Ryan Sensenig  
Assistant Professor of Biology  
Department of Biological Sciences

Criteria

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

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

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

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

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

A brief description or the text of the institution’s policy regarding interdisciplinary research:
Interdisciplinary research across departments is valued by the institution and taken into consideration during promotion and tenure.

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

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

A brief description of the institution's library support for sustainability research and learning:
The library offers subject guides on the topic of sustainability.

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

Criteria

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

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

This credit was marked as **Not Applicable** for the following reason:

*Research is not considered in faculty promotion or tenure decisions as a matter of policy or standard practice*
Engagement

Campus Engagement

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members’ daily decisions impact an institution’s sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<table>
<thead>
<tr>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Student Educators Program</td>
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<tr>
<td>Student Orientation</td>
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<tr>
<td>Student Life</td>
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<tr>
<td>Outreach Materials and Publications</td>
</tr>
<tr>
<td>Outreach Campaign</td>
</tr>
<tr>
<td>Employee Educators Program</td>
</tr>
<tr>
<td>Employee Orientation</td>
</tr>
<tr>
<td>Staff Professional Development</td>
</tr>
</tbody>
</table>
Student Educators Program

Criteria

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

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

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

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

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

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

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

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

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

100

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

During the first-year orientation all first year students are taken to Merry Lea Environmental Learning Center where they are exposed to programming related to environmental education. There have been formal introductions to the Ecopax student group, recycling and wider sustainability issues during the campus portion of orientation. It is also common for Resident Assistants to discuss recycling when giving dorm tours to new students.

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

---
Student Life

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

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

Submission Note:

More about the agroecology program can be found at


"---" indicates that no data was submitted for this field
Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active student groups focused on sustainability</td>
<td>Yes</td>
</tr>
<tr>
<td>Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems</td>
<td>Yes</td>
</tr>
<tr>
<td>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</td>
<td>No</td>
</tr>
<tr>
<td>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</td>
<td>Yes</td>
</tr>
<tr>
<td>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</td>
<td>Yes</td>
</tr>
<tr>
<td>Wilderness or outdoors programs that follow Leave No Trace principles</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</td>
<td>Yes</td>
</tr>
<tr>
<td>Programs through which students can learn sustainable life skills</td>
<td>No</td>
</tr>
<tr>
<td>Sustainability-focused student employment opportunities offered by the institution</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions | Yes

Other co-curricular sustainability programs and initiatives | No

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

EcoPAX, the environmental peace club on campus, is an active and vibrant group of students interested in exploring the intersections between environmental issues and justice. The group has worked to make changes in campus policy and program in addition to raising awareness among students about ongoing initiatives on campus. This group is completely run by students. This group has helped implement and run a successful composting program in the cafeteria on campus. It has held many campus-wide events in the past three years, significantly, celebrating Earth Week every spring, with a variety of widely-attended events.

The website URL where information about student groups is available:
https://www.facebook.com/groups/253520684747404/?ref=ts&fref=ts

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

There is an organic garden outside of Howell House, one of the on-campus houses. This garden is run entirely by students. There is also the AVI Fresh organic garden outside of Westlawn Dining Hall, used by Westlawn employees. Students from ecoPax have started a community garden plot on the edge of the campus. There is also an agroecology summer intensive program available to all students. In this program, students receive hands-on experience as well as classroom knowledge about organic agriculture and sustainable food systems.

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

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

Java Junction is a student-run coffee business on campus. The Business Department runs and manages the program and has successfully integrated sustainability practices within the program, such as recycling and eco-friendly materials.

The website URL where information about the student-run enterprise(s) is available:
http://blog.goshen.edu/javajunction/

A brief description of the sustainable investment or finance initiatives:
The website URL where information about the sustainable investment or finance initiatives is available: 

---

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

In 2009-2013, on the designated date in March, Goshen College participated in Earth Hour, turning off most campus lights for 1-2 hours and holding a sustainability-related ceremony and Drum Circle during this time.
In March 2013, Goshen College hosted Emmy-award-winning journalist Simran Sethi, speaking on "Bridging Divides Through Food, Faith and the Environment."
In November 2013, EcoPAX collaborated with local grassroots organizations in celebrating Share the Bounty week, which focused on food insecurity in a local context. As part of this, EcoPAX held a panel discussion on food insecurity.
The student-run PRSSA (Public Relations Student Society of America) chapter included a speaker on sustainability in its lecture series in Fall 2013.
Goshen College hosts the Sound of the Environment meeting every month. This is an opportunity for students and staff to meet with local business people to discuss sustainability-related topics over lunch. Students are highly encouraged to attend.

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

---

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

During the week of November 17-23, 2013, a pop-up show known as the Lexicon of Sustainability was displayed in the Union, a building with high student traffic. This collection of posters gives a fascinating and visually appealing view of the basic terms and principles of sustainability.

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

---

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

The Boundary Waters May-term Canoe trip takes students on a 2 week camping excursion.

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

http://www.goshen.edu/blogs/category/camping-and-recreation/

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

The Sustainability Semester in Residence at the Merry Lea campus is a themed semester where interdisciplinary classes are offered on sustainability. Students live in intentional communities and work together.
The website URL where information about the theme is available:
http://merrylea.goshen.edu/undergraduate-program/sustainability-semester

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

---

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

---

A brief description of sustainability-focused student employment opportunities:

The Ecological Stewardship Committee (ESC) regularly employs students as sustainability interns. These interns have worked at communication and STARS research and reporting.

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

---

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

All seniors are invited to sign the graduation pledge of social and environmental responsibility:

“I pledge to take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organization for which I work.”

Students who sign the pledge receive a reminder card and a green ribbon to wear at commencement.

Learn more about the pledge at

www.graduationpledge.org

The website URL where information about the graduation pledge program is available:
https://www.goshen.edu/graduation/deadlines/pledge/

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

---

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

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

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

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

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

| A central sustainability website that consolidates information about the institution’s sustainability efforts | Yes |

"---" indicates that no data was submitted for this field
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A sustainability newsletter</td>
<td>Yes</td>
</tr>
<tr>
<td>Social media platforms that focus</td>
<td>No</td>
</tr>
<tr>
<td>specifically on campus sustainability</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Building signage that highlights green building features</td>
<td>Yes</td>
</tr>
<tr>
<td>Food service area signage and/or brochures that include information about sustainable food systems</td>
<td>Yes</td>
</tr>
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<td>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</td>
<td>Yes</td>
</tr>
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<td>A sustainability walking map or tour</td>
<td>No</td>
</tr>
<tr>
<td>A guide for commuters about how to use alternative methods of transportation</td>
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</tr>
<tr>
<td>Navigation and educational tools for bicyclists and pedestrians</td>
<td>No</td>
</tr>
<tr>
<td>A guide for green living and incorporating sustainability into the residential experience</td>
<td>No</td>
</tr>
<tr>
<td>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</td>
<td>No</td>
</tr>
<tr>
<td>Other sustainability publications or outreach materials not covered above</td>
<td>No</td>
</tr>
</tbody>
</table>

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

The college maintains the "GoGreen" webpage that highlights sustainability activities on campus including public lectures, club activities, student and faculty projects, and local opportunities in the community. It also contains a blog by the campus sustainability coordinator.

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

http://blog.goshen.edu/gogreen/
A brief description of the sustainability newsletter:

The Merry Leaflet is the quarterly newsletter of the Merry Lea Environmental Learning Center of Goshen College and highlights ongoing activities and programmatic achievements related to sustainability.

The website URL for the sustainability newsletter:
http://merrylea.goshen.edu/news-events/merry-lea-newsletter

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

---

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

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

The Maple Scholars summer research program and the Undergraduate Research Symposium include presentations of student projects related to sustainability.

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://www.goshen.edu/maplescholars/

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

The LEED Platinum certified buildings at Rieth Village are consistently used to highlight the latest in green building and design.

The website URL for building signage that highlights green building features:
http://merrylea.goshen.edu/sustainable-buildings

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

A large sign describing sustainability incorporated into dining by AVI Fresh is displayed in the Westlawn Dining Hall.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.aviloveoftheearth.com/

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:
There are signs on the GC main campus about the Prairie Project and sustainable landscape that has been implemented.

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

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

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

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

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

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

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

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
A brief description of another sustainability publication or outreach material not covered above (1st material):
---

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

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
No

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

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

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

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

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

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
No

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

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

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

No

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

---

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

---

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

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

---

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

---

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
No

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

---

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

---

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
No

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

---

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

---
Outreach Campaign

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

- Increased awareness
- Additional members of a mailing list or group

Submission Note:

In January 2011, students Hannah Eberly and David Zwier made a formal presentation at the US Composting Council Conference in San Jose California describing the Goshen College composting system.
In January 2013, student Natasha Weisenbeck represented and presented on the Goshen College composting project at the US Composting Council Conference.

http://www.goshen.edu/news/pressarchive/02-28-11-composting584.html

http://www.goshen.edu/news/pressarchive/02-28-11-composting584.html

"---" indicates that no data was submitted for this field
Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:
No

The name of the campaign (1st campaign):
AVI Fresh Composting project

A brief description of the campaign (1st campaign):
Originally piloted in 2010, the composting project takes place in the Westlawn Dining Hall through AVI Fresh. The composting project maintained by EcoPax, the student-led environmental peace club, and is implemented by student volunteers. Advertised by posters and instructional material, this project is aimed at students eating in the dining hall. Students learn what foods/materials they can compost and student volunteers learn some of the finer points of carrying out the composting.

A brief description of the measured positive impact(s) of the campaign (1st campaign):
The trial run of the composting system in 2010 received enthusiastic support; thus the project has continued to date. Composting has saved the college an estimated $1,800/semester in waste pickup fees and garbage bag savings alone, along with greatly reducing the amount of food waste produced by the dining hall.

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

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

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

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

The website URL where information about the campaign is available (2nd campaign):
---
A brief description of other outreach campaigns, including measured positive impacts:

---
Employee 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.

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

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

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

Criteria

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Staff Professional Development

Responsible Party

Norm Bakhit
Director of Human Resources
Human Resources

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Partnerships</td>
</tr>
<tr>
<td>Inter-Campus Collaboration</td>
</tr>
<tr>
<td>Continuing Education</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Community Stakeholder Engagement</td>
</tr>
<tr>
<td>Participation in Public Policy</td>
</tr>
<tr>
<td>Trademark Licensing</td>
</tr>
<tr>
<td>Hospital Network</td>
</tr>
</tbody>
</table>
## Community Partnerships

### Responsible Party

**Glenn Gilbert**  
Utilities Manager/ Sustainability Coordinator  
Physical Plant

### Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

<table>
<thead>
<tr>
<th>Type of Partnership</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **A. Supportive**   | • *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)  
• *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing  
• *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement  
• *Governance:* Campus and community leaders or representatives are engaged in program/project development |
| **B. Collaborative** | • *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)  
• *Duration:* May be time-limited, multi-year, or ongoing  
• *Commitment:* Institution provides faculty/staff, financial, and/or material support  
• *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
<table>
<thead>
<tr>
<th>C. Transformative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope:</strong> Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)</td>
</tr>
<tr>
<td><strong>Duration:</strong> Is multi-year or ongoing and proposes or plans for institutionalized and systemic change</td>
</tr>
<tr>
<td><strong>Commitment:</strong> Institution provides faculty/staff and financial or material support</td>
</tr>
<tr>
<td><strong>Governance:</strong> Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</td>
</tr>
</tbody>
</table>
An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

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

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

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

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

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

Glenn Gilbert, sustainability coordinator, participated in The Sustainable Business Roundtable, a regional gathering of business and institutional organizations committed to promoting sustainability. One meeting was devoted to Goshen College's energy savings initiatives.

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

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

Goshen College hosts a monthly meeting of local government, business and institution professionals called "Sound of the Environment." This group’s vision is to further sustainability efforts in the local community.
Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:
No

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

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

The website URL where information about sustainability partnerships is available:
---
Inter-Campus Collaboration

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

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

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

Yes

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

As sustainability coordinator, Glenn Gilbert is a member of the Indiana Green Campus Network, an affiliation of managers, planners and promoters of environmental initiatives and programs throughout Indiana colleges and university. This group meets annually to share ideas and initiatives and maintains an active listserv where events and activities on the various campuses are shared.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

AASHE
Indiana Green Campus Network

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

The Independent Colleges of Indiana have partnered with the Environmental Protection Agency and established a Peer Audit program. Two staff members from Goshen College, Cal Swartzendruber, chemical hygiene officer and Steve Shantz, systems operations technician have been certified and trained in this peer review process. In addition to helping by reviewing other campuses on their waste management processes, they work together on implementing and maintaining an Environmental Management System for insuring ongoing compliance with EPA regulations. This whole program is designed in such a way as to encourage exchange and support with area peer institutions.
The website URL where information about cross-campus collaboration is available:
---
Continuing Education

Responsible Party

Glenn Gilbert
Utilities Manager/Sustainability Coordinator
Physical Plant

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

This credit was marked as Not Applicable for the following reason:

Institution does not offer continuing education or community education programs.
Community Service

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

Numbers above are previously reported. Current figures were not available, but it was assumed that they would be about the same.

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

Number of students engaged in community service:

526

Total number of students:

772

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

Yes

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

30,598

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

No
A brief description of the practice of including community service on transcripts, if applicable:
---

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

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

The website URL where information about the institution’s community service initiatives is available:
---
Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Participation in Public Policy

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

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

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

Yes

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

Luke Gascho, executive director of Goshen College's Merry Lea Environmental Learning Center, is regularly invited to Washington DC to participate and present at the Evangelical Climate Initiative and the National Wildlife Foundation advocacy meetings.

EcoPax, the Goshen College student environmental group that has participated regularly in 350.org, Earth Hour, and other international movements. Members of EcoPax have lobbied legislators to promote sustainability and work at organizing the campus to improve environmental awareness. Recently, members of EcoPAX attended Powershift, a conference in Washington D.C. and participated in sessions as well as a protest in regards to the Keystone XL pipeline.

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

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

---

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

---
Trademark Licensing

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

Submission Note:

Our bookstore is managed by Follett. Follett was the first retail member of the Fair Labor Association in 2007 and have a firm commitment to supporting fair labor practices.

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

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

No

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

Yes

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

No

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

Hospital Network

Criteria

Institution’s affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called “university hospitals”). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

This credit was marked as Not Applicable for the following reason:

The institution does not have an affiliated hospital or health system.
Operations

Air & Climate

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

<table>
<thead>
<tr>
<th>Credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions</td>
<td></td>
</tr>
<tr>
<td>Outdoor Air Quality</td>
<td></td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

Part 3
Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

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

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

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

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

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

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

"---" indicates that no data was submitted for this field
Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:
Yes

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>Yes</td>
</tr>
<tr>
<td>Commuting</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>No</td>
</tr>
<tr>
<td>Capital goods</td>
<td>No</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:
No

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

Goshen College uses the CLean-Air-Cool-Planet carbon calculator (v6.9) and submits the results to the ACUPCC annually. The results can be viewed at

http://rs.acupcc.org/

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:
No

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

---
### Scope 1 and Scope 2 GHG emissions:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope 1 GHG emissions from stationary combustion</strong></td>
<td>1,392 Metric Tons of CO2 Equivalent</td>
<td>1,814 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 1 GHG emissions from other sources</strong></td>
<td>122 Metric Tons of CO2 Equivalent</td>
<td>414 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from purchased electricity</strong></td>
<td>3,252 Metric Tons of CO2 Equivalent</td>
<td>4,435 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from other sources</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

### Figures needed to determine total carbon offsets:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution-catalyzed carbon offsets generated</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Carbon sequestration due to land that the institution manages specifically for sequestration</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Carbon storage from on-site composting</strong></td>
<td>5 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Third-party verified carbon offsets purchased</strong></td>
<td>510 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

---

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

---

**A brief description of the composting and carbon storage program:**
Goshen College comports all food waste from the dining hall

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

Beginning in May 2013, Goshen College is purchasing 100% of its electricity using Green-E verified renewable energy credits. The RECs are purchased through this program.


Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>517</td>
<td>600</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>864.40</td>
<td>898</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>272</td>
<td>262.50</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2007</td>
<td>June 30, 2008</td>
</tr>
</tbody>
</table>

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

2007-08 was the first year that greenhouse gas calculations were made as part of the ACUPCC.
Gross floor area of building space, performance year:
745,069 Square Feet

Floor area of energy intensive building space, performance year:

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>46,601 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

Scope 3 GHG emissions, performance year:

<table>
<thead>
<tr>
<th>Category</th>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>866 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Commuting</td>
<td>489 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>---</td>
</tr>
<tr>
<td>Capital goods</td>
<td>---</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>321.60 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>138 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
<td>---</td>
</tr>
</tbody>
</table>

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

A copy of the most recent GHG emissions inventory:
Goshen College Calculator_v6.9.xlsm

The website URL where the GHG emissions inventory is posted:
A brief description of the institution’s GHG emissions reduction initiatives, including efforts made during the previous three years:

Through an aggressive energy reduction program, Goshen College has reduced electric consumption by 25% and gas consumption by 23% since the base year.

Additionally in May 2013 Goshen College began purchasing 100% of its electricity using renewable energy credits.
Outdoor Air Quality

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1

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

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO\textsubscript{x}), sulfur oxides (SO\textsubscript{x}), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

Yes

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

Goshen College recently implemented a "no idle" policy encouraging vehicle operators to turn off engines whenever practical. Signs have been posted at strategic points stating "Please Turn Off Your Engine Whenever Practical - Goshen College strives to be an idle-free campus"

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

Yes

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

Goshen College did an inventory for the Office of Air Quality for the Indiana Department of Environmental Management in 2011.
### Weight of the following categories of air emissions from stationary sources:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight of Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nitrogen oxides (NOx)</td>
<td>3.02 Tons</td>
</tr>
<tr>
<td>Sulfur oxides (SOx)</td>
<td>0.04 Tons</td>
</tr>
<tr>
<td>Carbon monoxide (CO)</td>
<td>3.59 Tons</td>
</tr>
<tr>
<td>Particulate matter (PM)</td>
<td>0.10 Tons</td>
</tr>
<tr>
<td>Ozone (O3)</td>
<td>---</td>
</tr>
<tr>
<td>Lead (Pb)</td>
<td>---</td>
</tr>
<tr>
<td>Hazardous air pollutants (HAPs)</td>
<td>---</td>
</tr>
<tr>
<td>Ozone-depleting compounds (ODCs)</td>
<td>---</td>
</tr>
<tr>
<td>Other standard categories of air emissions</td>
<td>---</td>
</tr>
<tr>
<td>identified in permits and/or regulations</td>
<td></td>
</tr>
</tbody>
</table>

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

In 2012 installed an open-loop ground source heat pump system that took over heating and cooling of the library and theater building along with a large portion of the Union Building. This reduced the load of the gas-powered steam boiler system and greatly reduced the need to operate a gas powered chiller plant.

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

---
Buildings

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

<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

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
### Building Design and Construction

**Responsible Party**

Glenn Gilbert  
Utilities Manager/ Sustainability Coordinator  
Physical Plant

---

### Criteria

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

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

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

And/or

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

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

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

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

---

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</td>
<td>Yes</td>
</tr>
<tr>
<td>The DGNB system, Green Star, or another 3-tier GBC rating system</td>
<td>No</td>
</tr>
</tbody>
</table>
A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

Goshen College recently received LEED certification for the renovation of a portion of the Union Building

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

*5,000 Square Feet*

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

<table>
<thead>
<tr>
<th>Level Description</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
<td>5,000 Square Feet</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
<td>---</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level Description</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

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

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

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

A copy of the guidelines or policies:
---

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

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

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

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

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

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

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

734,107 Square Feet

Gross floor area of building space:

734,107 Square Feet

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

Goshen College has an established procedure for reporting and following up on IAQ issues.

We also have CO2 monitors installed in HVAC systems for large public meeting areas that are integrated with the building management system to insure adequate ventilation.

We do not have a regular monitoring or auditing procedure

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

---
Dining Services

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Low Impact Dining</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1

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

- Local and community-based

  And/or

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

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

Local community-based products:

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

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

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

Part 2

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

"---" indicates that no data was submitted for this field
Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

30

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

---

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

30% of food is purchased locally from locations such as Claybottom farms produce, Goshen College’s own garden, Millers chicken, Merry Lea’s agroecology program learning farm, and one other unnamed chicken farm in Michigan.

AVI-Fresh

http://goshen.avifoodweb.com/

is a member of the Produce Alliance Group

www.producealliance.com/

committed to providing as much locally and sustainably grown food as is financial viable.

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

No

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

---

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

---

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

---

A brief description of the sustainable food and beverage purchasing program:
30% of food is purchased locally from locations such as Claybottom farms produce, Goshen College’s own garden, Millers chicken, Merry Lea’s agroecology program learning farm, and one other unnamed chicken farm in Michigan.

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

No formal methodology is in place at this time. The amount of sustainable and locally produced food was estimated by the director of dining services.

Total annual food and beverage expenditures:

---

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

<table>
<thead>
<tr>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining operations and catering services operated by the institution</td>
<td>---</td>
</tr>
<tr>
<td>Dining operations and catering services operated by a contractor</td>
<td>---</td>
</tr>
<tr>
<td>Franchises</td>
<td>---</td>
</tr>
<tr>
<td>Convenience stores</td>
<td>---</td>
</tr>
<tr>
<td>Vending services</td>
<td>---</td>
</tr>
<tr>
<td>Concessions</td>
<td>---</td>
</tr>
</tbody>
</table>

Has the institution achieved the following?:

<table>
<thead>
<tr>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair Trade Campus, College or University status</td>
</tr>
<tr>
<td>Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)</td>
</tr>
<tr>
<td>Marine Stewardship Council (MSC) certification</td>
</tr>
</tbody>
</table>
A brief description of other sustainable restaurant and food service standards that the institution’s dining services operations are certified under:

---

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

---
Low Impact Dining

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1

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

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

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

  Or

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

Part 2

Institution:

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

  And

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

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

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:
100

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

At this point, no data is maintained regarding the percentage of animal products that are used through conventional means
Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:
Yes

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

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

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):
Vegetarian and Vegan options are made available at every meal in the campus dining hall. Because of student interest in promoting vegetarian and vegan diets, it is anticipated that this will be increasing. Currently there are no promotional activities or promotional literature explaining these dietary options, local signs are typically present at each meal offering vegetarian and vegan food.

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

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

Annual dining services expenditures on food:
---

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

Annual dining services expenditures on sustainably produced animal products:
---
Energy

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1

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

Part 2

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

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

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

Building energy consumption::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total building energy consumption, all sources</td>
<td>42,268.84 MMBtu</td>
<td>55,617.17 MMBtu</td>
</tr>
<tr>
<td>- Grid-purchased electricity for buildings</td>
<td>16,078.71 MMBtu</td>
<td>21,489.46 MMBtu</td>
</tr>
<tr>
<td>- District steam/hot water for buildings</td>
<td>0 MMBtu</td>
<td>0 MMBtu</td>
</tr>
</tbody>
</table>

Gross floor area of building space::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>739,057 Gross Square Feet</td>
<td>734,107 Gross Square Feet</td>
</tr>
</tbody>
</table>
### Floor area of energy intensive space, performance year:

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>46,601 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

### Degree days, performance year:

<table>
<thead>
<tr>
<th>Degree Days</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
<td>4,878</td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>1,585</td>
</tr>
</tbody>
</table>

### Source-site ratios:

<table>
<thead>
<tr>
<th>Source-Site Ratio</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>3.14</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>1.20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2007</td>
<td>June 30, 2008</td>
</tr>
</tbody>
</table>

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

2007-08 was the first year for GHG report submitted to ACUPCC

A brief description of any building temperature standards employed by the institution:
Goshen College has a computerized building management system to regulate temperature in all buildings. Almost all of the floor space in the campus buildings uses timers for temperature control. This can drastically improve efficiency by limiting energy use in locations which do not require heating at all times.

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

Goshen College uses light emitting diodes (LED)s in multiple lighting applications around campus including the elevator lights. In 2014 Goshen College will be installing LED lights in major parking lot areas

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

Goshen has motion light sensors in many of their buildings and in outdoor lighting facilities to cut down on amount of energy used for lighting when not needed. Timers are also used extensively throughout campus.

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

Goshen College has a solar hot water collection system to provide supplemental heating of domestic hotwater for the Recreational Fitness Center

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

Goshen College uses open loop ground-source heat pumps for the Apartments, Recreational Fitness Center, Library, Theater and a large portion of the Union Building.

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

---

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

---

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

Goshen College has a central energy management system in Physical Plant which is used monitor the energy use and performance throughout campus.

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

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

Goshen College has converted nearly 20% of the conventional lawn area to native landscaping using wildflowers and native prairie grasses.

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

Currently Goshen College does not have any type of sensors in their 6 vending machines.

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

---

The website URL where information about the institution’s energy conservation and efficiency initiatives is available:
http://blog.goshen.edu/gogreen/
Clean and Renewable Energy

Responsibility Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

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

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

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

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

The following renewable systems are eligible for this credit:

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

Biofuels from the following sources are eligible:

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

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

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

---

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

### Clean and renewable energy from the following sources:

| Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes | 0 MMBtu |
| Option 2: Non-electric renewable energy generated on-site | 0 MMBtu |
| Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes | 0 MMBtu |
| Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option) | 2,519.96 MMBtu |

### Total energy consumption, performance year:

42,268.80 MMBtu
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 the RECs and/or similar renewable energy products:

Beginning in May 2013, Goshen College began purchasing 100% of its electricity using RECs verified by Green-E. This number reflects electricity purchased in the last two months of the performance year.

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Management</td>
</tr>
<tr>
<td>Biodiversity</td>
</tr>
</tbody>
</table>
## Landscape Management

### Responsible Party

**Glenn Gilbert**  
Utilities Manager/ Sustainability Coordinator  
Physical Plant

### Criteria

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

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

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IPM Plan</td>
<td>IPM plan calls for:</td>
</tr>
<tr>
<td></td>
<td>• Using least-toxic chemical pesticides,</td>
</tr>
<tr>
<td></td>
<td>• Minimum use of chemicals, and</td>
</tr>
<tr>
<td></td>
<td>• Use of chemicals only in targeted locations and only for targeted species</td>
</tr>
</tbody>
</table>
2) Sustainable Landscape Management Program

The program includes formally adopted guidelines, policies and/or practices that cover all of the following:

- Integrated pest management (see above)
- Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species
- Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals
- Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials
- Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams
- Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings
- Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal

3) Organic, Certified and/or Protected

Protected areas and land that is:

- Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials
- Certified Organic
- Certified under the Forest Stewardship Council (FSC) Forest Management standard
- Certified under the Sustainable Sites Initiative™ (SITES™) and/or
- Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

"---" indicates that no data was submitted for this field
Figures required to calculate the total area of managed grounds:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>130 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>38 Acres</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>28 Acres</td>
</tr>
</tbody>
</table>

Area of managed grounds that is:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed in accordance with an Integrated Pest Management (IPM) Plan</td>
<td>64 Acres</td>
</tr>
<tr>
<td>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</td>
<td>0 Acres</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>0 Acres</td>
</tr>
</tbody>
</table>

A copy of the IPM plan:
---

The IPM plan:

Integrated Pest Management covers all areas of Goshen College’s campus. Pests are managed as needed rather than routinely, allowing for the minimum necessary amount of pesticides to be used. Most of the pests are seasonal and predictable, so preventative measures are also taken. For example, because certain grubs are predictable, the grub control substance is integrated into the fertilizer system.

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

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:
In the past year Goshen College has converted approximately 12 acres of turf lawn to native landscaping using prairie grasses and native wildflowers. This area will be subject to prescribed burns and occasional high mowing. These areas will no longer receive fertilizer or pesticides.

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

Goshen College composts or mulches most of their landscape waste products. Mulching mowers are used on lawns so that leaves and other plant matter can provide nutrients for the soil. Underbrush from shrubbery is either spread on fields. Branches and shrub trimmings are often taken care of by a contracted chipper. Some of the product of this is used as mulch for the college. In some cases, underbrush waste is thrown in the dumpster.

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

---

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

---

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

Most of the stormwater runoff on campus is collected in a large retention pond at the southeast end of the campus. Other areas are diverted to a detention area that overflows into the Elkhart River. Only a small number of older buildings direct storm water to the city sewer system.

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

Goshen College has not explicitly made policies to reduce the environmental impact of snow and ice removal. The college uses liquid ice ban, a corn-based product, as well as an ice melter blend of several different chlorides. A rotary broom tractor is used to clear sidewalks. The college also contracts an outside company to put down a sand and rock-salt mixture on the main drives. At the end of the winter, much of this mixture is removed by the company.

**A brief description of any certified and/or protected areas:**

---

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:**

No

**The website URL where information about the institution’s sustainable landscape management programs and**
practices is available:
http://www.arrowpestcontrol.com/commercial/integrated-pest-management-program
Biodiversity

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

  And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Goshen College does have legally protected areas — part of Merry Lea Environmental Center is in the Indiana State Nature Preserve System. Their mission statement is:

The mission of the Division of Nature Preserves is to identify, protect, and manage an array of nature preserves and natural areas in sufficient numbers and sufficient sizes to maintain viable examples of all of Indiana's natural communities. Nature Preserves will also manage and maintain viable populations of endangered, threatened and rare species. These activities will be conducted for the benefit of the natural communities, their representative species as well as the benefit of future generations of mankind. (http://www.in.gov/dnr/naturepreserve/4733.htm#nature)

).
A map and information about our 353 acres that are in the SNP system can be found at


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

Yes

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

Yes

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

The overarching legal documents regarding all Merry Lea land include the requirement for conservation and preservation of the land, along with the need for a land management plan to care for the land accordingly.

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

Nesting bird populations are carefully monitored through bird banding at Merry Lea every year and migratory birds are tracked on the property through participation in the Audubon May Bird Count at the Merry Lea site.

Vulnerable species that are being monitored include field sparrows, hesper sparrows, cerulean warblers, and prothonotary warblers.

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

Witmer Woods, and Merry Lea conservation site (which works with wetland restoration and prairie reconstruction) are a part of Goshen College’s commitment to wildlife habitat. Goshen also sells some restoration climate sequestration credits from Merry Lea.

Merry Lea is the main branch of campus that works to restore habitats, and has a management and integration program to do so. Goshen College prairies also provide a good habitat for different insects and animals.

The website URL where information about the institution’s biodiversity policies and programs(s) is available:

http://merrylea.goshen.edu/land-management-research
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>Electronics Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Inclusive and Local Purchasing</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
</tr>
</tbody>
</table>
Electronics Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Cleaning Products Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Office Paper Purchasing

Criteria

Part 1

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

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

Part 2

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Life Cycle Cost Analysis

Criteria

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Guidelines for Business Partners

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution’s sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution’s trademarked logo (“licensees”) are not included. They are covered in EN 15: Trademark Licensing.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

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

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

Credit

<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>Support for Sustainable Transportation</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

A. Gasoline-electric hybrid
B. Diesel-electric hybrid
C. Plug-in hybrid
D. 100 percent electric
E. Fueled with Compressed Natural Gas (CNG)
F. Hydrogen fueled
G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student Commute Modal Split

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

Submission Note:

Data is not available. This will potentially be a project in the future.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Commute Modal Split

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

Submission Note:

Data is not available. For Merry Lea, our nearby campus, some employees regularly commute together.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Support for Sustainable Transportation

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

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

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

A brief description of the facilities for bicycle commuters:

The Recreation Fitness Center will have shower facilities and locker space available to all campus employees and students. While these are not specifically designated for bicycle commuters, the RFC is located within a short walking distance of every building on campus.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?: No

A brief description of the bicycle parking and storage facilities:

---

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?: No

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

---

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?: No

A brief description of the bicycle sharing program:

---

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?: No

A brief description of the certification, including date certified and level:
Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:
No

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

---

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:
No

A brief description of the GRT program:

---

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

A brief description of the carpool/vanpool program:

---

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

A brief description of the car sharing program:

---

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

A brief description of the electric vehicle recharging stations:

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

A brief description of the telecommuting program:
---

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

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

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

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

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:
No

A brief description of other sustainable transportation initiatives and programs:
---

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

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

<table>
<thead>
<tr>
<th>Credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization</td>
<td></td>
</tr>
<tr>
<td>Waste Diversion</td>
<td></td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
<td></td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
<td></td>
</tr>
</tbody>
</table>
Waste Minimization

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1

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

Part 2

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

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

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

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

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 24: Construction and Demolition Waste Diversion and OP 25: Hazardous Waste Management.

Submission Note:

We do compost most food waste and donate some waste, but data for this is not available

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

Materials diverted from the solid waste landfill or incinerator:

100 Tons

Materials disposed in a solid waste landfill or incinerator:

445 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

While Goshen College extensively recycles, composts, converts waste vegetable to biodiesel, and safely disposes of all universal and hazardous wastes, very little data is available documenting amounts recycled. The numbers above are only estimates.

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

Produce and other perishable food items are donated at the end of every semester or beginnings of breaks. The chef fills out inventory with dollar amounts and list of donation items. This has been done every semester for the past ten years

A brief description of any pre-consumer food waste composting program employed by the institution:
AVI Fresh collects pre-consumer food waste (and excess food that cannot be reused) in plastic bins before dumping them into the composter box. Anything but liquids or excessive meat can be composted.

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

Goshen College collects postconsumer waste on a regular basis throughout all seasons.
Types of food collected: Fruits, Vegetables, bread, dairy- anything but excessive meat or liquid can be composted
We also compost the recyclable napkins

Ecopax is working on a post-consumer waste composting system for the Leaf-Raker, the AVI-run on-campus fast food establishment

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

<table>
<thead>
<tr>
<th>Material</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, plastics, glass, metals, and other recyclable containers</td>
<td>Yes</td>
</tr>
<tr>
<td>Food donations</td>
<td>---</td>
</tr>
<tr>
<td>Food for animals</td>
<td>No</td>
</tr>
<tr>
<td>Food composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Cooking oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Plant materials composting</td>
<td>No</td>
</tr>
<tr>
<td>Animal bedding composting</td>
<td>No</td>
</tr>
<tr>
<td>Batteries</td>
<td>Yes</td>
</tr>
<tr>
<td>Light bulbs</td>
<td>Yes</td>
</tr>
<tr>
<td>Toner/ink-jet cartridges</td>
<td>Yes</td>
</tr>
<tr>
<td>White goods (i.e. appliances)</td>
<td>Yes</td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td>Yes</td>
</tr>
<tr>
<td>Furniture</td>
<td>Yes</td>
</tr>
<tr>
<td>Material</td>
<td>Includes in Waste Diversion</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Residence hall move-in/move-out waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>Yes</td>
</tr>
<tr>
<td>Pallets</td>
<td>No</td>
</tr>
<tr>
<td>Motor oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Tires</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

- electronic waste
- paints
- aerosol cans
- and all other universal and hazardous waste.
Construction and Demolition Waste Diversion

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

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.

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

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Goshen College currently collects all hazardous materials from all departments and provides pickup of hazardous wastes from staff and students via the Chemical Hygiene Officer.

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

Waste is disposed appropriately under the determination of the Chemical Hygiene Officer (Calvin Swartzendruber)

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

None
A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Though it is not known as a “campus wide chemical reuse program” at Goshen College, but the institution does reuse and repurpose chemical just without the formal name or agenda that a big university needs. The chemistry, biology, and physics departments are the only ones that use chemical on campus and they are in contact and have a data base for inventory. If the biology department gets rid of a chemical that they don’t need the two other departments are notified and are able to take the chemical if they are in need of it.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:
Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:
Yes

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

There is one collection site for institutional e-waste that is in a hallway close to one of the main computer labs.

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

Ewaste recycling is undertaken by ADEC locally. ADEC is a certified recycler.

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
</tr>
<tr>
<td>Rainwater Management</td>
</tr>
<tr>
<td>Wastewater Management</td>
</tr>
</tbody>
</table>
Water Use

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1
Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2
Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3
Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Responsible Party

Ryan Sensenig
Assistant Professor of Biology
Department of Biological Sciences

Criteria

Part 1

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

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

Part 2

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

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

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

---

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

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

Yes

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

To reduce stormwater runoffs the GC campus has development projects and ongoing campus operation as well as retention and detention facilities. The campus has retention ponds that were expanded through a grant from the Elkhart River Alliance in 2006. Vegetative swales are also present and capture stormwater from the smaller parking lots of campus. Over 15% of the campus is native prairie that absorbs runoffs.
Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? : Yes

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

To reduce stormwater runoffs the GC campus has development projects and ongoing campus operation as well as retention and detention facilities. The campus has retention ponds that were expanded through a grant from the Elkhart River Alliance in 2006. Vegetative swales are also present and capture stormwater from the smaller parking lots of campus. Over 15% of the campus is native prairie that absorbs runoffs.

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

---

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

---

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

---

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

---

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

---

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

---

A brief description of any rain gardens on campus:

---

A brief description of any stormwater retention and/or detention ponds employed by the institution:
A couple of retention ponds have been constructed to handle stormwater primarily from parking lots. They are planted with native prairie that facilitates water absorption deep into the ground.

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

Vegetative swales are also present and capture stormwater from the smaller parking lots of campus.

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

Native Prairie restoration in various places around campus.

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

---
Wastewater Management

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Institution’s wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in OP 26: Water Use.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Planning & Administration

Coordination, Planning & Governance

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Sustainability Planning</td>
</tr>
<tr>
<td>Governance</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:
Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Goshen College’s Ecological Stewardship Committee is committed to increase campus awareness about ongoing and possible future sustainability initiatives on campus. Glenn Gilbert, the Sustainability Coordinator at Goshen is tasked with leading the campus efforts to encourage sustainable practices and reduce use of fossil fuels. Gas and electricity consumption are some of the measured goals and both have been significantly lowered since 2008 (22% and 13% reductions, respectively).

Does the institution have at least one sustainability committee?:
Yes

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

Goshen College’s Ecological Stewardship Committee is committed to increase campus awareness about ongoing and possible future sustainability initiatives on campus.
ESC’s tasks are to:

a. raise campus awareness and coordinate efforts to enhance ecological sustainability;

b. develop measures of ecological impact of college operations; evaluate the impact of college programs and services

c. recommend financially feasible improvements to enhance the college’s ecological sustainability efforts;

d. promote stewardship of resources within operations/programs; communicate progress towards goals in this area

e. identify & recommend institutional goals in ecological stewardship within the context of the college’s strategic plan.

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

The Ecological Stewardship Committee consists of faculty as well as students. Much of their work is done in accordance with the projects laid out by the Strategic Plan. The members are as follows:

Faculty/Staff:
Jim Histand, Vice President of Finances
Luke Gascho, Executive director of Merry Lea Environmental Learning Center of Goshen College
Clay Shetler, Physical Plant Director
Glenn Gilbert, Sustainability Coordinator
Ryan Sensenig, Associate Professor of Biology/Environmental Science
Jerrell Richer, Professor of Economics

Students/Interns: Hannah Eberly, Gretchen Geyer, Aradhana Roberts, Alan Smith, Kristina Lopienski, Michael Wiebe-Johnson, Joanna Epp

The website URL where information about the sustainability committee(s) is available:
http://blog.goshen.edu/gogreen/about/

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:
No

A brief description of each sustainability office:

Glenn Gilbert, utilities manager, serves as sustainability coordinator in a quarter-time position. This position was created as a response to President Jim Brenneman signing the Presidential Climate Commitment. Though many other schools of similarly small size may not have this position, we felt it was important to have a place for sustainability questions to be addressed.

Full-time equivalent (FTE) of people employed in the sustainability office(s):
0.25

The website URL where information about the sustainability office(s) is available:
http://blog.goshen.edu/gogreen/about/
Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Glenn Gilbert

A brief description of each sustainability officer position:
Glenn Gilbert's quarter-time position as sustainability coordinator is to serve on the Ecological Stewardship Committee and help lead the campus in collaborative efforts to encourage sustainable practices and implementation of best environmental practices. This position complements his three-quarter time role as utilities manager, where his role is to promote the best utilization of energy and reduction in the school's dependency on fossil fuels.

The website URL where information about the sustainability officer(s) is available:
http://blog.goshen.edu/gogreen/about/
Sustainability Planning

Responsible Party

Jim Histand
VP for Finance
President's Council

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Responsible Party

Jim Histand
VP for Finance
President’s Council

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3
Institution’s faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution’s governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

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

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

Every fall and spring, students have the opportunity to run for Student Senate. The Senate has a fair amount of influence on the campus and ability to bring about change, as well as a direct connection to the President's Council.

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

No

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

---

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

<table>
<thead>
<tr>
<th>Establishment</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>No</td>
</tr>
<tr>
<td>Budgeting, staffing and financial planning</td>
<td>No</td>
</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Though Student Senate, students have the opportunity to participate in a variety of committees including the Space Planning Committee and meetings with the Board of Directors. Students are also members of a variety of committees including the Ecological Stewardship Committee, which bring about change on campus. The college regularly puts out satisfaction inventories to the students regarding their expectations and experiences, and then uses this information to bring about changes on campus.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:  
No

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

---

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:  
No

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

---

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

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
<td>Response</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
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<tr>
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<tr>
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<td>No</td>
</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>No</td>
</tr>
</tbody>
</table>

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

The All-Employee Retreat, held annually in August, focuses on different topics including the establishment of the organizational missions, vision and goals. Through various committees, non-supervisory staff has a role in the establishment of new policies, programs or initiatives. Along with the students, these staff also regularly have the opportunity to respond to surveys regarding satisfaction and other topics, with the information gleaned from these surveys then being incorporated into new policies and programs.

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

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

Faculty are part of the advisory board as well as having the opportunity to annually meet with the Board of Directors.

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

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

There is a faculty chair, elected by peers annually.

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
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<tr>
<td>Establishing new policies, programs, or initiatives</td>
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</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Recently-developed academic programs such as the CORE program were influenced by the whole teaching program. A faculty member, Kent Palmer, heads up the new informatics major.

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

---
Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities.

To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
</tr>
<tr>
<td>Assessing Diversity and Equity</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
</tr>
<tr>
<td>Support for Future Faculty Diversity</td>
</tr>
<tr>
<td>Affordability and Access</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Responsible Party

Jim Histand
VP for Finance
President’s Council

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

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

Yes

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

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>Yes</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Led by the Associate Dean of Intercultural development (Rebecca Hernandez) to achieve the following:
The CIIE is dedicated to educating all students about under-represented ethnic groups. It was founded in 1992 to promote peace and understanding within the college community and to foster intercultural awareness at Goshen College.

The CIIE does research through the on-campus Institute for Latino Educational Achievement, performs community outreach and education, offers support for International and underrepresented students, and now offers a Master’s Degree in Intercultural Leadership.

The full-time equivalent of people employed in the diversity and equity office:
3

The website URL where information about the diversity and equity committee, office and/or officer is available:
http://www.goshen.edu/citl/staff/

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Administrators</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the cultural competence trainings and activities:

Cultural competency is expected of all employees at Goshen College and is a factor included in our employee appraisal process. Many opportunities to develop intercultural competencies are provided to employees, including web-based programs, trips to engage cultural learning exhibits, and specific anti-racism training programs, to name a few. Employees annual evaluations include measurements on their activities related to these goals.

Goshen College offers opportunities for Faculty to attend concerts, theatrical shows (Peace Plays), convocations and other lectures on status and inequality such as the lectures during the Martin Luther King Jr. weekend, video series discussing issues such as poverty and corresponding health effects, and learning languages to communicate better with students that come from varying backgrounds. Goshen College sends a bulletin to faculty with schedules of events that they can attend.

The website URL where information about the cultural competence trainings is available:
---
Assessing Diversity and Equity

Responsible Party

Jim Histand  
VP for Finance  
President's Council

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

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

Yes

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

The institution completed a Cultural Audit performed by an independent outside contractor (Salter McNeill Associates, LLC) in August, 2010. It has been updated with internal assessments since. The institution has been using the results from this as well as "Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions" (Damon Williams, Joseph Berger and Shederick McClendon) to formulate a plan for continuing diversity work and move through systemic change within the university.

Has the institution assessed student diversity and educational equity?:

Yes

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

This was included in the Cultural Audit, and the plan being formulated for increased diversity work.
Has the institution assessed employee diversity and employment equity?:
Yes

A brief description of the employee diversity and employment equity assessment(s):
This was included in the Cultural Audit, and the plan being formulated for increased diversity work.

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

A brief description of the governance and public engagement assessment(s):
Through institutional systemic practices and policies, we assess and address diversity and equity in terms of governance. Our board is over 50 percent diverse, which is very unique. We have a full-time Latina outreach liaison, with the job of reaching and out engagement with local Latinos. We have a plan and we have a goal in which we are moving towards outreach and public engagement. We are also currently moving towards becoming a Hispanic Serving Institution.

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

Responsible Party

Jim Histand
VP for Finance
President’s Council

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in PA 7: Support for Future Faculty Diversity.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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

Yes

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

There are campus clubs such as the Latino Student Union Club and the Black Student Union Club which provide social and emotional support for under-represented groups on campus. In addition, an International Student Club exists for the same purposes for international students. There are multiple counseling and academic support programs geared specifically to underrepresented groups on campus.

Special speakers and programs geared toward understanding diverse faculty and staff. One example is a reading club used to talk about diversity issues; for example, a recent discussion was on The Devil’s Highway by Luis Alberto Urrea who also came to speak to the college in 2012. With the combination of the Center for Intercultural Teaching and Learning (CITL) and the Multicultural Affairs Office (MAO) resulting in the Center for Intercultural and International Education (CIIE), the college renovated a building in the center of campus to create a physical space for meetings, showcasing international art, and a safe space for students to gather.

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

---
Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

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

The discrimination response team is based off the Sexual Harassment Response Team, and part of the Student Life Department. If a student experiences discrimination, he/she can bring it to the discrimination team. If it is an employee, it goes through Human Resources. The discrimination team was just revised about a year and a half ago.

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

---

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

No

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

---
Support for Future Faculty Diversity

Criteria

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

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Responsible Party

Jim Histand
VP for Finance
President’s Council

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income
B. The graduation/success rate for low-income students
C. The percentage of student financial need met, on average
D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:
Goshen College works very hard to earn students the greatest financial aid package for each semester that can be created to make education affordable. Last year, 99% of students were offered a financial aid package of an average of $19,470. The CIIE program offers scholarships to cohort students for their entire four year program at Goshen College. In addition the institution provides other need based scholarships and grants directed specifically towards students of lower income, to accompany the FAFSA. Once students have applied to the school, Goshen is quick to find programs that will integrate and prepare individuals for the college lifestyle. Available programs are Summer Academic Leadership Program (SALT) and other programs formerly under MAO.

A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:

Goshen College has established the Center for Intercultural Teaching and Learning on its campus which is a highly respected office with the following task:

Our work is in research, curriculum development and educational access, with the ultimate goal of understanding students’ cultural contexts and how those contexts influence their educational experience. In many ways we serve as a knowledge base, providing recommendations and teaching (and learning) so that we can continue to transform the learning community into one that better supports student success.

We believe that intercultural transformation is necessary to consider education a success. That means students and educators interacting in new ways, which in turn gives them the skills, experience and confidence to transform whatever communities they join. We offer scholarships and grants and conduct research and seminars. We also support the development of the college’s domestic Study-Service Term program.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Center for Intercultural and International Education (CIIE) was the 2012 product of merging the Multicultural Affairs Office with the Center for Intercultural Teaching and Learning (CITL). was established on our campus in 2006. We believe that education is part of the social system, and the Center for Intercultural Teaching and Learning (CITL) is addressing the educational needs and resources of Latino students in our community to build a successful future for all. CITL connects with the Latino population in our broader community, and we also engage students and educators on the Goshen College campus.

Our work is in research, curriculum development and educational access, with the ultimate goal of understanding students’ cultural contexts and how those contexts influence their educational experience. In many ways we serve as a knowledge base, providing recommendations and teaching (and learning) so that we can continue to transform the learning community into one that better supports student success.

A brief description of the institution's scholarships for low-income students:

The CITL program provides scholarships to cohort students for their entire four year program at Goshen College. In addition the institution provides other need based scholarships and grants directed specifically toward students with higher levels of financial need as determined by the Federal FASFA formulas.

A brief description of any programs to guide parents of low-income students through the higher education experience:
A brief description of any targeted outreach to recruit students from low-income backgrounds:

See the graphic at

http://citl.goshen.edu/admission/

for details of the educational access process administered by the CITL office.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

See descriptions of all Admission office policies and programs at

http://www.goshen.edu/admission/

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

See descriptions of all Financial Aid policies and programs at

http://www.goshen.edu/financialaid/

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Goshen College has a very diverse set of programs aimed at support of a wide variety of student populations, including minorities and international students. Several student clubs are geared specifically towards support of minority populations on our campus.

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:
We do not have specific scholarships for part-time students, however, we do offer our institutional need-based aid to those students as we would students who are full time.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

Campus Center for Young Children (CCYC) is a child care facility that is sponsored by College Mennonite Church, Goshen College and Amity Corporation. Goshen College students can enroll their children at CCYC and a portion of their tuition is subsidized.

A brief description of other policies and programs to support non-traditional students:

Goshen College has recently expanded our offerings of evening classes geared specifically for non-traditional students, which offers a few programs at a reduced tuition. We have also recently renovated our commuter lounge, which is for commuter students and a good portion of those students are non-traditional.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
Yes

Indicators that the institution is accessible and affordable to low-income students:

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of entering students that are low-income</td>
<td>34</td>
</tr>
<tr>
<td>The graduation/success rate for low-income students</td>
<td>63</td>
</tr>
<tr>
<td>The percentage of student financial need met, on average</td>
<td>85</td>
</tr>
<tr>
<td>The percentage of students graduating with no interest-bearing student loan debt</td>
<td>31</td>
</tr>
</tbody>
</table>

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:
---

The website URL where information about the institution's affordability and access programs is available:
---
Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit

- Employee Compensation
- Assessing Employee Satisfaction
- Wellness Program
- Workplace Health and Safety
Employee Compensation

Responsible Party

Norm Bakhit
Director of Human Resources
Human Resources

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.

2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).

3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

• Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.

• Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.
Number of employees: 321

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements: 321

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?: Yes

Number of employees of contractors working on campus: 22

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements: 22

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

"Market-based pricing is used to determine appropriate compensation for employees. Regular comparisons are made to prevalent local community and peer institution wage studies as institutional wage and salary bases are set. These benchmark comparisons are obtained at all levels throughout the institution.

Compensation at Goshen College is set to be competitive in both monetary and non-monetary benefits. After three years, employees can receive full tuition reimbursement for themselves and/or their immediate family members."

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?: Yes

Number of staff and faculty that receive sustainable compensation: 321

Number of employees of contractors that receive sustainable compensation: 22
A brief description of the standard(s) against which compensation was assessed:

The Goshen College compensation ranking systems for both hourly staff and salaried administrators were developed by a multi-stakeholder committee which included representation of faculty, hourly-paid staff and administrators. That committee used comparative data sources from other colleges and universities, as well as local institutions, and adapted the system for the college's own value set. As part of the process, they developed a rating tool that was applied to all positions. The committee reviewed every job description of employees and ranked the positions to get a comparative ranking baseline. This rating tool is implemented by the Human Resources Office.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:

An hourly wage system with multiple classification levels is maintained, and is benchmarked against local wage studies.


Benefits are outlined in the attached link.

http://www.goshen.edu/hr/benefits/

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

Wages for regular part-time employees is consistent with wages for full-time employees, adjusted for the reduction of hours. Benefit differences are addressed in the link listed below.

Benefits are outlined in the attached link.

http://www.goshen.edu/hr/benefits/

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

Benefits:
Free (taxable) RFC membership for themselves and can purchase annual membership for family
Bookstore discount (with ID card)
Library access (with ID card)
Free access to athletic events for employee (with ID card)

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:

Benefits:
Free (taxable) RFC membership for themselves and can purchase annual membership for family
Bookstore discount (with ID card)
Library access (with ID card)
Free access to athletic events for employee (with ID card)

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):

Legal minimum wage

The local legal minimum hourly wage for regular employees:

7.25 US/Canadian $

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes
Does the institution offer a socially responsible investment option for retirement plans?:
Yes

The website URL where information about the institution’s sustainable compensation policies and practices is available:
http://www.goshen.edu/hr/benefits/
Assessing Employee Satisfaction

Responsible Party

Norm Bakhit
Director of Human Resources
Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

For employees:

Goshen College has teamed up with other members of MEBP (Mennonite Educators Benefit Program), Bravo Wellness, and Everence to create a “win-win-win” wellness program to:

Improve and sustain better health for employees;
Create savings on health care expenses for employees and the employer; and
Free up resources that can be used for pay, benefits, and other institutional priorities

This will be achieved by encouraging employees to have a confidential screening annually at no cost to the employee, and providing resources to help employees make better lifestyle choices and health care decisions. While this is a voluntary program, those employees
who choose not to participate in screenings will be required to start paying 20% of their individual health care premium rate as of July 2011. We need to attain a high employee participation rate in order to positively affect the future cost of health care at all MEBP institutions while also improving the overall health of our employees.

For students:
Goshen College has partnered with the local Goshen Family Physicians to serve as the primary medical service provider for students and for such program-related services as SST immunizations and athletic physicals. Counseling services are offered on campus in the Wellness and Health Center space (the east end of the Rec-Fitness Center).

For employees and students:
The Goshen College Rec-Fitness Center is available to all employees and students for exercise and structured health and wellness training.

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

Workplace Health and Safety

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See Sampling and Data Standards, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reportable workplace injuries and occupational disease cases</td>
<td>16</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>276.50</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>

Campus Sustainability Data Collector | AASHE
---|---|---

A brief description of when and why the workplace health and safety baseline was adopted:

2007 was as far back as records have been stored.

A brief description of the institution’s workplace health and safety initiatives:

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The website URL where information about the institution’s workplace health and safety initiatives is available:

http://www.goshen.edu/cho/
Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Sustainable Investment</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Jim Histand
VP for Finance
President's Council

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

Submission Note:

Goshen College participates in the Mennonite Education Agency Investment Fund (MEA), which is a pooled endowment fund of Mennonite higher education schools and seminaries. The endowment fund is fully screened and managed within the parameters of socially responsible investing guidelines developed by Everence Financial Services, a leader in the SRI investing world. MEA, and thus Goshen College, has adopted Everence's ethical criteria for investment. Therefore, some answers and documents listed here describing our investment policies may come directly from the Everence website, but also reflect our views and policies on investment.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

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:

Mennonite Education Agency Investment Fund LLC: Provides a perpetual source of support (within the parameters of socially responsible investing) to the endowed and scholarship programs of Mennonite Church USA institutions.
Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Phil Rich, Chair
Barry Bartel,
Tom Bishop,
Lowell Herr,
James Histand, Goshen College
Allon Lefever,
John Liechty,
Bart Miller,
Linwood Rush

Examples of CIR actions during the previous three years:

MEA Investment Fund
Shareholder Advocacy Report – Q2 & Q3 2013

Advocacy Priorities

Environmental Sustainability

Safe Chemicals Policy Wal-Mart
Sept. ‘13 Wal-Mart announces it will require companies to reduce or eliminate a priority list of 10 hazardous chemicals from personal care products, cosmetics and cleaning products sold in its stores; this is a major step forward and something investors have encouraged the company to do for over five years

Safe Chemicals Policy Target
May ‘13 Sent investor letter to the company asking it to phase out potentially toxic chemicals in products it sells that the government has not restricted

Safe Chemicals Policy Kroger
May ‘13 Sent investor letter to the company asking it to phase out potentially toxic chemicals in products it sells that the government has not restricted

Sustainability Reporting/Climate Change Emerson Electric
Aug. ‘13 Co-filed resolution asking for the company to create a sustainability report; of particular concern is Emerson’s high emission levels of air pollutants

Modern Slavery Forced and Child Labor in Cocoa Supply Chain Hershey
Apr. ‘13 Meeting with management in Hershey; benchmarks for the company’s 100% certified cocoa commitment by 2020 are discussed, and updates given on other initiatives such as Hershey’s Learn to Grow and CocoaLink programs

Conflict Minerals
Apr. ‘13 Signed on to statement with more than 50 other sustainable, socially responsible, and faith-based investment groups expressing support for the SEC’s final rule for Conflict Mineral Section 1502 of the Dodd-Frank Wall Street Reform and Consumer Protection Act

Responsibility Issues
Financing of Cluster Munitions Major US and International Banks
July ‘13 Participated in letter to nine major banks encouraging the banks to establish a policy regarding the financing of cluster munitions and landmines.

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

---
Sustainable Investment

Responsible Party

Jim Histand
VP for Finance
President's Council

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).

- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.

- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.

- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).

- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.

- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)

- Uses its sustainable investment policy to select and guide investment managers

- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years

- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
• Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
• Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:
99,290,676 US/Canadian $

Value of holdings in each of the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Value of Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable industries (e.g. renewable energy or sustainable forestry)</td>
<td>4,000,000 US/Canadian $</td>
</tr>
<tr>
<td>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</td>
<td>4,000,000 US/Canadian $</td>
</tr>
<tr>
<td>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Community development financial institutions (CDFIs) or the equivalent</td>
<td>439,374 US/Canadian $</td>
</tr>
<tr>
<td>Socially responsible mutual funds with positive screens (or the equivalent)</td>
<td>26,968,938 US/Canadian $</td>
</tr>
<tr>
<td>Green revolving loan funds that are funded from the endowment</td>
<td>0 US/Canadian $</td>
</tr>
</tbody>
</table>

A brief description of the companies, funds, and/or institutions referenced above:

Note that ALL investments in the endowment portfolio are screened, and there is a wide variety of sustainable industries, such as renewable energy, represented in the dynamic portfolio at any given point in time. Funds are invested with individual managers OR mutual funds that we require to actively invest according to both our positive and negative screening values. We do not break out the categories in the same way as those requested above, so it is virtually impossible to come up with numbers in the requested categories. Conservative estimates are used for this purpose. Our SRI screening process uses both positive and negative screens to determine which investments are appropriate.
Does the institution have a publicly available sustainable investment policy?:
Yes

A copy of the sustainable investment policy:
---

The sustainable investment policy:

We contract with Everence to provide socially responsible investing oversight to our portfolio within the context of their core values and guidelines. Therefore we have adopted their criteria reads,

"The natural environment is a finite resource, the inheritance of future generations and a gift from God. We expect companies to respect the limits of our natural resources and to work toward environmental sustainability. Companies should "reduce, reuse, and recycle," pursue cleaner and more efficient production methods and bear a deep concern for the welfare of animals, minimizing animal testing, wherever possible. We value a company's involvement in the environmental technology and services arena. We expect companies to engage in honest, transparent environmental reporting, to support respected environmental principles and to publicly promote the value of the environment."

Does the institution use its sustainable investment policy to select and guide investment managers?:
Yes

A brief description of how the policy is applied, including recent examples:

All of the managers selected to manage parts of our fund are first looked at through the lens of this policy. We also develop what we call screen benchmarks that we expect them to try to beat. Everence helps the managers put together the screen benchmark.

Does the institution's sustainable investment policy include negative screens?:
Yes

A brief description of the negative screens and how they have been implemented:

Abortion: Restrict companies that:
-are engaged in the development or manufacture of abortifacients.
-are verified providers of abortions.

Adult entertainment: Restrict companies that:
-produce adult media products including movies, magazines, books, calendars and websites.
-own and/or operate adult entertainment establishments.
-derive significant revenues from the rental, sale or distribution of adult entertainment media products.

Alcohol: Restrict companies that:
-derive material revenues from the manufacture of alcoholic beverages.
-derive significant revenues from the supply of raw materials necessary for the production of alcohol.
-derive significant revenues from the distribution of alcoholic beverages.
Firearms: Restrict companies that:
- produce small arms ammunition or firearms.
- derive significant revenues from the wholesale or retain distribution of firearms and small arms ammunition.

Gambling: Restrict companies that:
- derive material revenues from the production of goods used exclusively for gambling.
- derive material revenues from ownership and/or operation of betting establishments.
- derive material revenues from gambling support services.

Nuclear Power: Restrict companies that:
- have an ownership interest in a nuclear power plant and derive a significant amount of electricity from nuclear sources.

Predatory lending: Restrict companies that:
- derive significant revenue from direct or indirect predatory lending practices.

Tobacco: Restrict companies that:
- produce tobacco products including cigarettes, cigars, pipe tobacco and smokeless tobacco products.
- derive significant total revenues from the production and supply of raw materials and other products necessary for the production of tobacco products.
- derive significant revenues from the wholesale or retain distribution of tobacco products.

Weapons production and support systems: Restrict companies that:
- produce nuclear or conventional weapons or weapons systems.
- produce customized components for nuclear or conventional weapons or weapons systems.
- derive material revenue from the provision of weapons support systems and services.

Human rights: Restrict companies that receive the lowest human rights performance ratings across several indicators including those that:
- have been implicated in the violation of human rights, including the rights of indigenous peoples.
- have significant operations in Burma, Sudan or other countries with oppressive regimes.
- are involved directly, or involved through major suppliers, in the use of child, forced or sweatshop labor.

Environment: Restrict companies that receive the lowest environmental performance ratings across a number of indicators including:
- environmental management and reporting systems.
- compliance records in regard to environmental laws.
- methods of use/extraction of natural resources.
- emissions levels.
- impact on natural ecosystems.
- measures to reduce the environmental impact of operations.
- impact of products on the environment.

Approximate percentage of the endowment that the negative screens apply to:
90.40

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:
Yes

A copy of the proxy voting guidelines or proxy record:
A brief description of how managers are adhering to proxy voting guidelines:

Everence works directly with the managers to ensure that they are following the guidelines regarding environmentally or socially sensitive issues, and voting with proxies according to those guidelines. Everence periodically audits the managers to ensure they are staying within the guidelines.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

Yes

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Hydraulic fracturing is an unconventional method of natural gas extraction in which large quantities of water, along with smaller amounts of sand and chemicals, are injected deep underground to unlock pockets of gas trapped in rock formations. With many Everence clients and constituents living in areas both impacted and enriched by fracturing activity, Everence is focusing attention on the hydraulic fracturing industry.

Everence believes transparency, comprehensive safety practices and principled treatment of the land are best for companies, landowners and communities. For over three years, Everence has requested increased disclosure about environmental and financial risks from hydraulic fracturing companies, as well as the adoption of best management practices that go beyond current regulatory requirements. Adopting these policies helps investors better understand their company, and helps companies address the three major risks inherent in hydraulic fracturing operations: reputation, license-to-operate and litigation.

Everence will continue to co-file resolutions and participate in dialogue with hydraulic fracturing companies on these concerns.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

www.ceres.org

), Carbon Disclosure Project ( 

www.cdp.org

), Investor Network on Climate Risk, ( 

www.incr.org

) and others.

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

---
Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Dandelion Day incorporates sustainability into dining

A brief description of the innovative policy, practice, program, or outcome:
The first Dandelion Day at Goshen College was proposed by Jon Mark, a senior, and held on April 12, 2013. Students from Goshen College's Ecopax club got together and picked 2 bushels of dandelions that were growing on campus and had been deemed safe to eat because pesticides and herbicides had not been applied to the lawns for 2 years. The dandelions were prepared by the campus chefs in several dishes that were served for lunch on April 12th. Student response was generally good.

“How can we turn a waste into an asset? That is the idea of this project,” Mark said. “I would really like people getting back to an old thing with a new novelty about it. I want to see excitement about this issue, excitement about getting more connected to the land and more appreciation of the prairies we have here and also for the Goshen College campus in general.”

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

---

A letter of affirmation from an individual with relevant expertise:
Dandelion day article.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>No</td>
</tr>
<tr>
<td>Research</td>
<td>No</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>No</td>
</tr>
<tr>
<td>Buildings</td>
<td>No</td>
</tr>
<tr>
<td>Dining Services</td>
<td>Yes</td>
</tr>
<tr>
<td>Topic</td>
<td>Status</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Energy</td>
<td>No</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchasing</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>No</td>
</tr>
<tr>
<td>Waste</td>
<td>No</td>
</tr>
<tr>
<td>Water</td>
<td>No</td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>No</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>No</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:
---

The website URL where information about the innovation is available:
---
Innovation 2

Responsible Party
Ryan Sensenig
Assistant Professor of Biology
Department of Biological Sciences

Criteria

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Prairie Restoration program promotes ecological benefits

A brief description of the innovative policy, practice, program, or outcome:
Goshen College has been in the process of restoring a significant portion of campus turf lawn to native prairie. Managing land as prairie is ecologically beneficial because it provides habitat for native wildlife, including insects that reduce the need for pesticides. Burning the prairie every few years increases its capacity to absorb carbon from the atmosphere and maintains a high level of biodiversity in the prairie. The fact that these prairies do not need to be mowed, watered, or otherwise tended provides substantial economic benefit to the college. Having these areas on campus is a substantial benefit for educational purposes due to the ecological studies that can be accomplished in them.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
The college has saved money in terms of grounds upkeep.

A letter of affirmation from an individual with relevant expertise:
Prairie Article.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

<table>
<thead>
<tr>
<th>Subcategory</th>
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</tr>
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<tbody>
<tr>
<td>Curriculum</td>
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</tr>
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<td>Air &amp; Climate</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>No</td>
</tr>
<tr>
<td>Dining Services</td>
<td>No</td>
</tr>
<tr>
<td>Topic</td>
<td>Status</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Energy</td>
<td>No</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchasing</td>
<td>No</td>
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<tr>
<td>Transportation</td>
<td>No</td>
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<tr>
<td>Waste</td>
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<tr>
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<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:
---

The website URL where information about the innovation is available:
---
Innovation 3

Responsible Party

Ryan Sensenig
Assistant Professor of Biology
Department of Biological Sciences

Criteria

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Sustainability-focused class gives students hands-on experience

A brief description of the innovative policy, practice, program, or outcome:
Roots of the Environmental Crisis is a new class as of the 2012-2013 school year that is getting students involved in sustainability efforts in the community. The class has been formed into groups and each has chosen an assignment to focus on during the semester of class that engages the community in an effort to make the community holistically more sustainable. This year, these projects included a team that helped analyze energy saving renovations at the local historic theater, another that efficiency of home heating systems through an energy audit and thermal imaging, and converting an old van to electric drive that would be used for delivery of meals to people in need in this community.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
---

A letter of affirmation from an individual with relevant expertise:
Roots community engagement.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

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</tr>
</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:
---

The website URL where information about the innovation is available:
---
Innovation 4

Responsible Party

Glenn Gilbert
Utilities Manager/ Sustainability Coordinator
Physical Plant

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:
STARS data collection completed primarily by students

A brief description of the innovative policy, practice, program, or outcome:

"Students accomplished most of the work for Goshen College's STARS submission this year. Student interns Michael Wiebe and Joanna Epp coordinated the collection of data, organized it, and reported it on the STARS website. Students from the Roots of the Environmental Crisis class paired up and analyzed Goshen College's sustainability achievements in one subsection of the STARS checklist.

Involvement of students in this process has led to the generation of several proposals to reduce energy consumption on campus, a sustainability assessment, the establishment of a student-managed sustainable investment fund, and pursuit of LEED Operations and Maintenance or renovation certification for one or two buildings per year among other things."

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

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A letter of affirmation from an individual with relevant expertise:

STARS_protocol.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
</tr>
<tr>
<td>Research</td>
<td>Yes</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>No</td>
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<tr>
<td>Buildings</td>
<td>No</td>
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<tr>
<td>Dining Services</td>
<td>No</td>
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<td>Topic</td>
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<td>Energy</td>
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<td>Grounds</td>
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<td>Purchasing</td>
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<td>Water</td>
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<td>Coordination, Planning &amp; Governance</td>
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<td>Diversity &amp; Affordability</td>
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<tr>
<td>Health, Wellbeing &amp; Work</td>
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<tr>
<td>Investment</td>
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</tr>
</tbody>
</table>

**Other topic(s) that the innovation relates to that are not listed above:**

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

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