Wartburg College

The following information was submitted through the STARS Reporting Tool.

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Our satellite campus is located in Denver, CO. It is operated more as a semester abroad with no staff or faculty which serve both areas. We only own an apartment building in which our students live, and rent space for teaching. Due to the distance from main campus, minimal infrastructure, and unique purpose we feel it is better to omit it.

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:
Gross floor area does not include residential properties owned by the college, such as rental houses, or the President's house.
Energy Intensive areas can not be measured as the whole campus is served by one meter.

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

Endowment size:

59,100,000 *US/Canadian $*

Total campus area:

165.58 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

1,038,353 *Gross Square Feet*

Conditioned floor area:

1,032,720 *Square Feet*

Floor area of laboratory space:

3,602 *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:

346,863 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	63.11
Geothermal	0
Hydro	0.55
Natural gas	11.07
Nuclear	0
Solar photovoltaic	0
Wind	4.93
Other (please specify and explain below)	24.46

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

Oil, Gas, Diesel

Energy used for heating buildings, by source::

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

Natural gas	100
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

3

Number of academic departments (or the equivalent):

14

Full-time equivalent enrollment:

1,708

Full-time equivalent of employees:

387

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,747

Total number of graduate students:

0

Number of degree-seeking students:

1,673

Number of non-credit students:

0

Number of employees:

462

Number of residential students:

1,376

Number of residential employees:

6

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	598	0
Number of sustainability courses offered	9	0
Number of courses offered that include sustainability	67	0

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

9

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

14

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 Listing 2.0_2.pdf

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

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

http://www.wartburg.edu/sustainability/links.aspx

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

Our sustainability coordinator first reviewed the course descriptions in the catalog to develop a list, then consulted staff and professors for suggestions. The lists were each then sent to their respective department heads who reviewed them to verify accuracy.

The final list was presented to the entire faculty during the 2014 Winter Faculty Workshop for review.

Courses with less than four were eliminated. Also removed from the count were course listings which are designed to give credit to a student for a practicum, internship, tutoring, or private lessons and there was not actual class to attend.

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

Each offering or section of a course was counted as an individual course

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

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:
384

Total number of graduates from degree programs:
384

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:

Wartburg College has adopted Institutional Learning Outcomes, which "define the expectations of a Wartburg education and provide the benchmarks against which the College holds itself accountable."

Outcome 2 and bullet 4 states "Develop personal, professional, and social convictions that inform ethical action, promote the common good, and enhance civic responsibility in local as well as global contexts. Such convictions include…promoting sustainable practices and informed stewardship of local and global resources."

http://www.wartburg.edu/academics/learnoutcomes.aspx

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:

http://www.wartburg.edu/academics/learnoutcomes.aspx

Undergraduate Program

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

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

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

The environmental studies program is an interdisciplinary program designed to enhance student understanding of the importance of integrating scientific, political, ethical, and economic knowledge and values necessary to address issues facing humankind and its role in maintaining the natural environment.

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

http://catalog.wartburg.edu/preview_program.php?catoid=4&poid=863&returnto=184

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

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

Peace and justice studies can be pursued as a solo major, or it may be combined with another discipline such as religion, law, journalism, social work or international relations. The major includes four courses in a "specialty tier" of the student's choosing. These tiers include Gender Studies, Environmental Studies, Social Structures and Attitudes, Religion and Philosophy, Communication and Persuasion, International Relations and Business/Economics. Courses in the specialty tier provide breadth and prepare students for specific vocations.

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

http://catalog.wartburg.edu/preview_program.php?catoid=4&poid=840&returnto=184

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):
Environmental Studies

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

The environmental studies program is an interdisciplinary program designed to enhance student understanding of the importance of integrating scientific, political, ethical, and economic knowledge and values necessary to address issues facing humankind and its role in maintaining the natural environment.

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

http://catalog.wartburg.edu/preview_program.php?catoid=4&poid=798&returnto=184

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Brian Ernsting
Vice President for Academic Affairs/Dean of the Faculty
Vice President for Academic Affairs Office

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

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:

BI 208 Island Ecology
A field biology course in the Caribbean, including the biology and ecology of coral reefs and islands. It includes significant fieldwork as a part of research projects

BI 216 / GM 216 Ecology and Culture of Guyana
An off-campus study in the Neo-tropics. It includes an emphasis on ecological fieldwork in rainforests and savannas in Guyana.

BI 295 New Zealand Ecology
Students learn about New Zealand ecosystems by performing field research, and visiting natural areas. Field work is required. Additionally, students will experience Maori culture and visit a native bird sanctuary.

SO 402 – Global Communities

Examination of communities in an international context and opportunities for interaction with community representatives and service agencies. Experiences will involve issues related to community development, biodiversity and sustainable livelihoods. Some unique excursions along the way! In May 2013 the course will take place in Costa Rica but sites may vary different years.

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

http://www.wartburg.edu/study-abroad/mayterm.aspx

Sustainability Literacy Assessment

Responsible Party

Daniel Sundblad
Assistant Professor of Sociology
Social Sciences

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

100

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

0

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

Sustainability Asessment final.docx

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

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

A member of the sustainability advisory committee, with sociology expertise, conducted research of existing assessment tools, ultimately settling on the Ohio State University & University of Maryland assessment. We adopted some questions and eliminate a few to make it applicable to our climate and environmental issues.

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

Using

we asked students to complete the survey. They were incentivized with prizes like solar cell phone chargers. Students were notified through various emails and social media posts.

The first assessment was conducted in December of 2013. In 2013 we received a response from 16.2% of our students. There was equal representation of grade status and gender.

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

The twenty-six survey questions addressed six topics of sustainability. The questions were divided into 6 subject groups; Natural Resources, Economy, Energy, Climate, Behavior, and Policy. The results showed that students are learning about sustainability through their education, but we have a lot of room to improve.

The 2013/14 data analysis included a 16.2% student response rate, consistently spread throughout the student population. The cumulative average of student scores was 62.9%. First year students scored an average of 55.2%, second year students scored 59.4%, third year students averaged 65.5%, and fourth year students scored and average of 69.7%. The analysis demonstrated a steady and positive upward trends of student scores as they progress throughout their time at Wartburg College, with the overall increase of approximately 14.5 percentage points between first and fourth year students. Students scored the best in the Policy category (74.7% correct) and poorest in the Energy group (54.4%).

The 2014/15 data analysis included a 11.7% student response rate, spread throughout the student population. The cumulative average of student scores was 67.8%, a 4.9% increase from last year, alluding to an increase in sustainability knowledge. First year students scored an average of 59.5%, second year students scored 64.5%, third year students averaged 70.9%, and fourth year students scored and average of 75.0%, maintaining the trend of an overall increase of approximately 15.4 percentage points between first and fourth year students.

A measurement of change within a consistent group of students (i.e. the 2013 first year results compared to the 2014 second year results) showed an average of 5.0% increase in knowledge. The level of improvement increased with each class, as compared to the previous class. It is also notable that students demonstrated an increase of knowledge in the climate category, more than any other. The senior class of 2015 showed the greater amount of growth when compared to their answers the previous year.

We have learned the end of term, during finals may yield a better response. We believe the timing of the assessment is the reason we received a lower response rate.

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

http://www.wartburg.edu/sustainability/links.aspx

Incentives for Developing Courses

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

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

Campus as a Living Laboratory

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

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

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

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

	Yes or No

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

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:

unknown

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:

In 2012 a student conducted a full study of our pervious and non-pervious land. The student looked at our buildings, and measured their watershed impact. This data was reported to the sustainability department and is used regularly in metrics benchmarking.

In 2011 and 2012 many buildings had energy efficiency improvements made to them. Following, several student projects were done reviewing the impacts of the building improvements. Some projects included media attention to the improvements.

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:

At least once, but usually multiple times a year, our dining services department conducts a food waste awareness. They collect plate waste, and set it out for students to view. This campus as a living laboratory activity is a real eye opener for students and has a positive impact on our plate waste.

In November 2014 we collected all food waste for five days to determine potential for diversion. This effort received good coverage from student media.

Because of its visibility, dining is the topic of many student projects.

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:

Each semester there is a student employee position which focuses on energy usage tracking. In cooperation with the sustainability department, the student also uses this data to inform the campus of use through annual energy reporting.

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:

During the 13/14 school year, three students started work on a natural resource plan. The plan is a beginning to managing campus grounds with best practices. Based on the plan, we are already planting a test prairie to explore options for no-mow-zones and planning edible landscaping.

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:

There was a student project, based in the sustainability department, which explored the potentials of fair trade certification organizations for our college. This included our licensed items. It was determined it was not practical to join these groups, but it was certainly an educational experience.

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:

unknown

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:

Each year select sections of our first year cornerstone course participate in waste audits. The students use a class period to sort through items from dumpsters which were retrieved by the sustainability department. Items are sorted into diversion categories, measured by volume and weight. Results are shared with the classes to use in activities as planned by the faculty.

The measurements from these classes were used to establish baselines for major changes to waste management. The class projects continue to provide data after the changes to measure progress.

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:

We are fortunate to have an ephemeral creek running through campus and also be located in a river town. These natural bodies provide ample opportunity for faculty and their students to access water bodies for class projects and research. Past projects include water quality assessments through IOWATER, macroinvertebrate studies, and much more.

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:

Student Senate at Wartburg College is a governance body comprised of students. Like our US Senate, they each have constituents and areas the represent. The senate has made an effort to operate in a sustainable manner, using best practices for businesses. They have also chosen to invest in sustainability projects around campus.

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:

unkown

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:

unknown

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:

There is a course on campus which includes a student managed portfolio. investments are made using R.Paul Herman's HIP Investor framework to analyze the funds' securities.

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:

unknown

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:

A few times a year students have the opportunity to engage in a poverty simulation. The simulation assigns roles to participants which align with agencies who serve the community, or families seeking public services. The students then role play a week in the life of a family living in poverty, trying to feed, house, and cloth their families.

This experience is very influential for students looking to go into fields of community service. It helps them understand how a series of bad events, or one poor decision can send a family into a downward spiral, and how a simple act of support can help lift them back to their feet. It helps them see, through role play, the influencing factors of poverty.

http://www.wartburg.edu/povertysim/

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

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:
2

Total number of the institution's faculty and/or staff engaged in research:
16

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
2

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

7

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:

Dr. Eric Merten, Biology
Dr. Nelson Bock, Religion, Wartburg West

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

Although the college requests Faculty to self-report research. Although it was our initial intention to use these reports, it was determined that a good portion of people do not self-report, it is not mandatory.

Also, we are not a research institution, and a lot of our efforts are more on student research. When you start going into student research, it gets fuzzy what does and does not count as measurable research. Does a research paper count?

Considering these elements, we chose to consider research which was published in a peer reviewed journal in the past two year by faculty. To gather this info, it was suggested that we communicate with our office coordinators. They have regular communication with all faculty in their area, and usually work with faculty as they are publishing. We sent a request to the coordinators.

Due to the personal nature of this communication, we are confident in the accuracy. We believe our low numbers are because of the restricted nature of our scope, not due to lack of reporting.

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:

http://www.wartburg.edu/sustainability/Research.pdf

Support for Research

Responsible Party

Karen Lehmann
Information Literacy Librarian
Vogel Library

Criteria

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

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

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

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

Yes

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

Wartburg College provides six sources of funding to promote undergraduate research and helps students connect with 16 external sources. As growth continues in our Environmental Science and Studies major we expect to see more applications for these funds to support sustainability. In the past two years over $2,000 for come from the Student Travel Grant to send students to AASHE conferences.

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

http://www.wartburg.edu/wcur/funding.aspx

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

Yes

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

The Strategic Initiative Fund supports innovative projects that will advance the goals and objectives of the Wartburg College Strategic Plan entitled Living Our Learning; Claiming Our Calling; Transforming Tomorrow. Sustainability related goals are identified in various areas of the strategic plan, most notably Goal 4, Objective 1.3, and our Value of Promoting Stewardship. This fund has already spawned collaborations that promote and encourage further education in sustainability.

This fund, established by Michael J. McCoy and his wife Marge, provides financial support above and beyond the current operating budget to specifically encourage achievement of the goals of the plan. Grants are for projects spanning up to a two-year period; the suggested maximum award is $5,000.

All projects must: Clearly explain how the project will support a specific goal and/or objective of the strategic plan; Be particularly comprehensive, involving or impacting as many individuals as possible; Demonstrate creative thinking to enhance learning, programs, processes, and/or decision-making.

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

http://www.wartburg.edu/juice/SIFcallforproposals.pdf

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:

Yes, Wartburg College does give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions. However, equal positive recognition is given to single disciplinary research as well.

All research is given annual recognition through the "Faculty Scholarship, Achievements, and Service" report produced by the Office of the Vice President of Academic Affairs.

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

http://www.wartburg.edu/facstaff/fachandbook.pdf

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:

Ongoing library support for sustainability research and learning includes research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

Vogel Library at Wartburg College embraces the mission of educating information-literate lifelong learners. This is true for every aspect of campus curriculum, including sustainability research and learning opportunities. Environmental Studies and Sciences is a recent addition to the college's degree programs, and a guide called Research in Environmental Studies & Sciences is currently under

development by the scientific information literacy librarian who supports that program as a library liaison for collection and instructional needs. A wide variety of interdisciplinary inquiry studies courses have addressed sustainability in some manner (examples: "Choices for Sustainable Living" [http://knightguides.wartburg.edu/is101sustainability], "Sustainability," "The Joys of Garbage," etc.), and each has a course-specific guide to recommend resources and tools to further research for members of the Wartburg community. The library strives to provide a variety of up-to-date resources and tools on related topics with quality, scholarly and topical content in a wide variety of formats. These include books (which are searchable via the online catalog from Millenium), eBooks from EBSCOhost eBook Academic Collection, streaming media subscriptions such as Films on Demand, and indexes and databases such as GreenFILE and GREENR (Global Reference on the Environment, Energy & Natural Resources), which are specifically dedicated to sustainability, green technologies, ecology, and environmental issues and laws. There is also a science and technology online encyclopedia (AccessScience), newspapers from a wide variety of viewpoints such as Access World News, LexisNexis, and AltPress Watch, statistical data from DataPlanet Statistical Data Sets, and multiple biology and political science database subscriptions including Science Direct and Annual Reviews (which has a subscription segment which summarizes research on "Environment and Resources). There are thousands of eJournals and subscriptions to multidisciplinary collections like JSTOR and Project Muse available, access to more than 50,000 electronic journals via Serials Solutions, and a robust interlibrary loan process that allows student, faculty and staff access to any resources that are not available locally. In addition, the library shares a consortial discovery catalog and is working on a delivery service with area libraries such as the University of Northern Iowa, an Iowa Regent institution. Vogel Library's Collection Development policy is available at

http://library.wartburg.edu/acquisitions.aspx

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

http://knightguides.wartburg.edu/is101sustainability

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

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

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

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

1,708

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

ICAP Eco-Reps

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

1,708

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

The ICAP Eco-Reps serve 300 hours of service as part of the Iowa College AmeriCorps Program. During their service they cover almost all of the peer to peer outreach from the Sustainability department.
Part of their time is leading tabling events promoting sustainability topics, such as waste, energy, consumption, and more. They help with all major sustainability events, such as America Recycles Day, Recyclemania, Game Day Challenge, and Campus Sustainability Days.

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

Students apply through the Wartburg ICAP website. Applications are reviewed by sustainability staff and selected.

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

Early in the year students attend a retreat, allowing the staff coordinator to fully cover the history, goals, and challenges of sustainability at Wartburg College. For the remainder of the year student have weekly meetings with student coordinator to hold mini trainings on sustainability subjects. Monthly the students have a formal meeting with the staff coordinator which include updates on projects/programs and formal trainings. All students have office hours weekly, allowing them to regularly see the staff coordinator for informal updates.

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

A significant amount of the time for a Sustainability Coordinator is spent on the recruiting, training, and coordinating of Eco-Reps. There is also a paid student coordinator position. Each student has a budget to implement their individual project, which varies depending on the impact and depth of the project.

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

EARTH (Environmental Activities Reaching Towards Humanity)

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

1,708

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

EARTH (Environmental Activists Reaching Toward Humanity) is a student led organization on campus which serves as a leader for environmental issues. They annual organize several events, movie nights, clean ups and more to bring awareness about environmental issues. They are also involved in all events held by they sustainability office and hold a permanent seat on our sustainability advisory committee.

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

They are self organized and volunteer.

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

Executive leaders meet with the sustainability coordinator to receive education as needed on upcoming events. We are pleased to say they have reached to point where they are nearly self-training as upperclassmen are the leaders and by the time students have been involved a few years they have learned through observation and participation.

At the bi-weekly meetings the sustainability coordinator or designee provides an update on campus issues related to sustainability.

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

The group is advised by the sustainability coordinator and an environmental science professor.

As a student group they receive funds annually through student fees and also hold fundraisers throughout the year. They have not needed to yet, but they are also allowed to ask the sustainability department for funds if needed.

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

Sustainability Suite

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

1,708

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

Wartburg College housing supports our value of service through annual competitive applications to the service suites. Each year at least one, sometimes two, suites are reserved for sustainability oriented activities. From 2012 and continuing through 2014 the students in the suite have worked closely with the sustainability office to be the hands and feet reaching out to the students on sustainability education. Some examples of their work include the following. During recyclemania they held booths to educate on the competition. For Campus Sustainability Day the designed public displays and activities for the sustainability fair. They are kept up to date on what is happening in sustainability at Wartburg and help as needed. They host or support activities monthly. The 13/14 year will be the fourth since the program started.

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

Students apply as a group through residential life. They must submit a written proposal of what they want to do during the year as well as give a presentation. Applications are reviewed by the sustainability coordinator in addition to the standard review committee all suite applications go through. The group with the best application is selected. From there the group works with the sustainability staff to fine tune their plan and implement.

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

At the beginning of the year the students are required to participate in the recycling training, alongside the students who conduct recycling throughout the year as a paid position. Monthly, and as needed, students meet with the sustainability staff, or designee to ensure they are comfortable and confident with the months activities.

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

The program is supported by a Service Learning Coordinator in Residential Life and the Sustainability Coordinator and student staff int he Sustainability office. The sustainability office is given an annual budget which supports the promotion of sustainability. Any expenses related to this program come from this budget as needed.

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

Submission Note:

http://www.wartburg.edu/orientation/

view schedules

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

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

100

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

Prior to arrival students receive information on how their actions on campus will have a small impact. A newsletter is released by the Sustainability department targeting the issues and education of the first year class.

The sustainability coordinator is present to talk with each student at move-in day, lead sustainability themed team building, addresses the entire first year class in person to bring awareness to the importance of sustainability, afterwards being available to answer questions and engage students individually.

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

http://www.wartburg.edu/pathways/fye/greennews.pdf

Student Life

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

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

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

	Yes or No

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

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

EARTH - Environmental Activists Reaching Toward Humanity
This is student-run group is dedicated to creating a sustainable campus and conducts various events throughout the year to increase environmental awareness on campus and in the community.

The website URL where information about student groups is available:

http://www.wartburg.edu/sustainability/curr.aspx

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:

After the Flood of 2008 the City of Waverly provided flood buyout property adjacent to the college property which has been adopted as the garden plot. The property is over 1/4 acre, which allows for expansion and growth, but current needs only require a 40ft x 60ft garden plot. We use organic practices to ensure the high quality food. Produce from the garden is used by the college's dining services or donated to a local food bank.

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

http://www.wartburg.edu/sustainability/consumption.aspx

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

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

A brief description of the sustainable investment or finance initiatives:

Wartburg College has a student investment fund managed by students in our BA338 Portfolio Management course. The students use R.Paul Herman's HIP Investor framework to analyze the funds' securities. The HIP Investor framework involves evaluating companies based on (1) several indicators related to social impact and environmental sustainability practices, (2) how well these practices are integrated into all levels of management, and (3) how or if the company integrates these practices into its financial reporting.

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:

Campus Sustainability Days, held in October, engages students to learn about sustainable living, provide feedback through a forum and learn from professionals. Speakers are also brought in throughout the year and schedules allow.

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

http://www.wartburg.edu/sustainability/events.aspx

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

There are several cultural activities on campus, but we are unsure of their connection to sustainability. We have many international students from school systems that are leaders in sustainability education, and have sustainability engrained in their curriculum. This causes many of our international students to make sustainability part of their efforts unintentionally.

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:

To provide our students with access to high adventure programming which exceed our capacity, we have partnered with the University of Northern Iowa Outdoor Programs. Our students are able to attend at a discounted rate similar to that of UNI students. Prior to departure students are required to attend a pre-trip meeting, at which LNT principles are taught.

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

https://www.uni.edu/wellrec/adventure_trip_schedule

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

As part of our required first year course this book was chosen in 2010-2011 as a common reader.
It is the story of a woman who moves back to her hometown in Arizona to take care of her ailing father. She works as a biology teacher at the local high school and one of the major plot points is the town's struggle against a mining company to stop them from polluting the town's water supply and the orchards that are the town's livelihood. It is a great "real life" applicable example of environmental sustainability.

The website URL where information about the theme is available:

http://catalog.wartburg.edu/preview_program.php?catoid=2&poid=197

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

We have a model room, but it is not occupied. We found this to be better for viewing.

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

A brief description of sustainability-focused student employment opportunities:

The sustainability department is given funds annually to hire students to help implement sustainability programming. The students implement the efforts of the sustainability department, under the leadership of the sustainability coordinator.

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

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

Graduating Wartburg College seniors can sign a pledge of social and environmental responsibility. The pledge helps to remind graduating seniors to be socially and environmentally responsibility in their future careers. Those who take the pledge receive a pin to wear underneath their gown during graduation and will be recognized during the ceremony by President Colson. The pledge states:
"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."

Over 70% of the 2013 graduates signed the pledge. Each year education about the importance of the pledge has increased, as well as signatories.

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

http://www.wartburg.edu/sustainability/gradpledge.aspx

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

Wartburg College offers many co-curricular opportunities, although we can not verify if they do or do not include sustainability. We are fairly confident there has been at least one, but we don't have details.

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

Outreach Materials and Publications

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

Submission Note:

http://www.wartburg.edu/rice/

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

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

	Yes or No

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

A brief description of the central sustainability website:

The website is supported by the college and designed in collaboration with the sustainability department.
Wartburg's sustainability website provides links to a number of things including a brief history of sustainability efforts at Wartburg, current staff, upcoming related events, sustainability in the curriculum, how to get involved, and it even offers a place to leave feedback.

The website URL for the central sustainability website:

http://www.wartburg.edu/sustainability/consumption.aspx

A brief description of the sustainability newsletter:

SEEDS was started in 2011 and is Wartburg's bi-yearly newsletter that is released each fall and winter. SEEDS is written by the sustainability department, with guest articles from various members of the college community. Its goal is to inform the students, faculty, and staff at Wartburg about the various sustainability initiatives taking place on campus and how they can make a difference or get involved.

The website URL for the sustainability newsletter:

http://www.wartburg.edu/sustainability/SEEDSf12.pdf

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

Wartburg College Sustainability keeps a facebook profile active to engage with students about campus sustainability.

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

https://www.facebook.com/wartburgsustainability

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

Wartburg holds an annual assembly entitled Celebrating Academic Excellence which honors the research, scholarship, and creative activity of students. The program printed for this annual assembly gives the titles, as well as a brief description of the papers and presentations produced by students. Any superior research conducted by students that is related to sustainability would appear in this program. Research that has been published will list where it can be found.

RICE day is another opportunity. In the spring Wartburg College will dedicates a day recognizing student and faculty achievements in and out of the classroom. Research, Internship, and Creative Endeavor (RICE) Day will showcase academic and co-curricular pursuits across disciplines. RICE Day is designed to: create a campus culture that celebrates academic excellence and rigor, foster awareness of and appreciation for a wide variety of student learning, provide a platform for students and faculty to share their knowledge and work, and inspire and educate the campus community, alumni, friends, and the general public. RICE Day activities will include poster sessions, oral and video presentations, readings, panel discussions, displays, art exhibits, and music performances. URL is located in the notes section.

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

http://www.wartburg.edu/wcur/scholarpub.html

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

In the Wellness Center, which was the first building which intentionally utilized green building features, signage exists to promote it. The wind turbine constructed with the intent that it will offset the energy used by the building was just completed and we are in the process of installing a real time energy readout in the building for patrons to see.

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

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

When local foods or College garden produce are being used they are indicated as such. Signage was up for a long time about trayless dining, but it has been in place so long it was removed as none of the students had experienced tray dining.

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

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

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

There is a section on the energy tab of the sustainability website to help people learn about the options, albeit limited in our rural area, for alternative transportation.

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

http://www.wartburg.edu/sustainability/energy.aspx

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:

A powerpoint is provided to all RA's and RHD's to include in their hall meetings at the beginning of the year. This is in addition to the newsletter provided them which is mentioned below.

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

https://www.dropbox.com/s/fy1d3ql99n1y33v/move%20in%20PPT%202012.pptx

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:

There is regular coverage but not an assigned reporter. Sustainability is a regular assignment, but as media is a major of ours they rotate reporters to increase their experiences.

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

http://wartburgcircuit.org/?s=sustainability

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

First Year Experience newsletter helps introduce students to campus.

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

http://www.wartburg.edu/pathways/fye/greennews.pdf

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

Yes

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

A newsletter is given to the RA's and RHD's to help them promote sustainable living on campus.

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

https://www.dropbox.com/s/2au13174wli01d4/RA%20poster%202012.pdf

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

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):

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

Twitter and Facebook is the primary way we promote and communicate events.

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

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

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

The name of the campaign (1st campaign):

Recyclemania, Be Green Certification, Campus Sustainability Days

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

Recyclemania:
We participate in the national Recyclemania competition coordinated annually through CURC and Keep America Beautiful. We have engaged students through a residence hall competition to increase excitement, but also engaged and measured the entire campus body. Promotional events included Student Senate promotions, staff meeting presentations, engagement of office coordinators, Res Life promotions, Student Center events, and Mount Trashmore!

Be Green Certification:
Be Green Certification began during the course of the Fall 2011 semester. To increase awareness the campaign began as a residential hall competition, in which the hall with the largest number of students certified by a certain date would receive a prize. The purpose of the Be Green Certification process is to increase students' desire to live in a more sustainable manner. Anyone that wants to participate in Be Green Certification is asked to complete an application and sign a sustainability pledge. There are four levels of achievement that allow individuals to consider their impact on the Earth's resources in various ways. Part of the process involves completing worksheets to determine things such as one's personal level of water and energy usage. The further one goes in the certification process the greater opportunity there is for personal reflection.

Campus Sustainability Days:
Since Wartburg started hosting Campus Sustainability Day (CSD) the event has grown. The most recent event included several events to engage students in sustainable living choices, movie showing, speaking event, and Mt. Trashmore display.

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

Recyclemania:
The effects of our Recyclemania participation were not apparent until after the completion of the first year. We won the target materials - paper category, which was amazing! As the year progressed students and campus leadership began asking when the next competition would be. We have seen increasing recycling since our competition.

Be Green Certification:
Since it's creation 107 campus members have taken the time to grow in their sustainable living skills and learn more about how to live a sustainable life. We were extremely happy with this participation. We are starting to see professors give assignments based on our worksheets, which is increasing awareness and participation.

Campus Sustainability Days:
Each year the events reach a wide area of campus and increase awareness and conversation.

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

http://www.wartburg.edu/sustainability/cert.aspx

The name of the campaign (2nd campaign):

Recycling Education

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

During early 2014 the campus made major changes to the waste management system. To help answer questions, the sustainability coordinator made a brief presentation to every faculty and staff group.

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

The folks who reside on campus for more than four years are acting as ambassadors to incoming students to help them learn the importance of recycling.

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

http://www.wartburg.edu/recycle

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

Employee Educators Program

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

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

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

462

Name of the employee educators program (1st program) :

Spring Staff Retreat

Number of employees served by the program (1st program):

150

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

Our sustainability coordinator conducts the education.

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

The sustainability coordinator is our campus expert on sustainability and conducts the training. She is trained through webinars, conferences and similar opportunities. She also attends annual conferences to stay involved in the issues. The education usually centers around sustainable living principles, waste management, or outdoor recreation, all areas which she has worked with for years.

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

The sustainability staff, working with a committee, develops an element of the retreat, which will expose the staff to sustainability. In the past that has included a program overview and an afternoon to expose staff to new outdoor recreation. It costs approximately $700-800 to conduct the retreat.

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

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

Faculty workshop

Number of employees served by the program (2nd program):

130

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

Our sustainability coordinator conducts the education as well as some campus sustainability leaders.

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

The sustainability coordinator is our campus expert on sustainability and conducts the training. She is trained through webinars, conferences and similar opportunities, as are the other leaders. She also attends annual conferences to stay involved in the issues. The education usually centers around sustainable living principles, waste management, or outdoor recreation, all areas which she has work with for years.

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

The sustainability staff prepares a presentation, applicable to current issues on campus. The college also spends up to $1,000 on the workshop.

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

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

Be Green Certification

Number of employees served by all other programs:

462

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

All staff and faculty can choose to participate in the Be Green Certification program. Through participation they make a pledge to "Live as a steward of the earth and teach your peers about sustainability through example." This pledge makes participating employees ambassadors for sustainability.

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

Through the certification process they learn about their environmental footprint, and how to reduce it, through a series of activities and worksheets.

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

The sustainability coordinator and student workers manage the program and communicate with participants.

The website URL where information about the program(s) is available (all other programs):

http://www.wartburg.edu/sustainability/cert.aspx

Employee Orientation

Responsible Party

Jamie Halloway
Director of Human Resources
Human Resources

Criteria

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

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

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

100

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

Prior to the start of the school year, in late summer, all new employees are asked to attend an orientation. The sustainability coordinator provides an overview of the program, and mini-training on recycling at Wartburg.

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

Staff Professional Development

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:
Yes

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

As conference and training opportunities arise, the sustainability coordinator communicates the opportunities to the sustainability committee. The committee members, acting as liaisons to the three academic groups and staff, communicate those opportunities as they match with staff positions. When there is a good match, the sustainability department will provide financial support.

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

4

The website URL where information about staff training opportunities in sustainability is available:

Public Engagement

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

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

Community Partnerships

Responsible Party

Kristin Teig Torres
Assistant Director and Service-Learning Coordinator
Center for Community Engagement

Criteria

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

Each partnership conforms to one of the following types:

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

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

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

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

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

Submission Note:

websites included as applicable in each section above.

"---" *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:

Members of the colleges faculty and staff are currently partnering with the City of Waverly to help improve the cities ecology. Most efforts are focused on the establishment of prairies in areas which have been returned to natural landscape after bring developed, and the improvements of the dry run creek, which caused significant flooding in the past.

This partnership has been going for years, and will likely continue, if not indefinitely, until the dry run creek project has been completed.

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):

Community Builders is an ongoing collaborative experiential learning project, under the auspices of the Leadership Institute and Education Department, in which Wartburg College students work with youth and senior citizens to meet the mutually reciprocal needs of all those involved. The purpose of this project is to use the assets of community members with different backgrounds and skills to build and strengthen the community they share.

All sixth grade students in the local school districts have the opportunity to participate. The college recruits Wartburg students, and community members to lead the groups, which are called neighborhoods. The neighborhoods meet five times a year to learn about the community, and how they can serve.

Part of the Community Builders program is partnering with community agencies to allow college students to serve alongside community sixth graders. Some service partners are sustainability connected, like the city recycling center, and college garden.

The campus supports this partnership through staff/faculty support, coordination, and participation. The program has been going for awhile (although no record of specifically which year it started could not be found) and will continue for the foreseeable future.

http://www.wartburg.edu/cb/

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

Yes

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

Break Away Service Trips happen at least twice a year, during the fall break and tour week (between winter and May terms). Each trip is led by at least two student leaders, advised by a non-student adult, usually a faculty or staff member. Trips happen locally and distant.

Nearly every trip is connected to sustainability; poverty relief, disaster relief, environmental work, and fighting racism. All trips, local or distant, do a service element together prior to the actual trip, during their team building phase. These service projects are conducted in our immediate community, and usually tie to their full trips mission (i.e. working with the community meal before traveling to help with homelessness in Atlanta, GA).

In the past few years we have worked with local non-profits like Habitat for Humanity to help alleviate poverty and homelessness in our own community. These efforts work to help the people of our community, the most important part of sustainability, supporting economic prosperity, social equality, and wellbeing.

These trips are supported by the college through a program coordinator, leadership board, partial trip funding, and student leaders. Some departments will even allow staff to earn their regular salary while leading a trip.

These trips, and the Service Trip program, and systemic to establishing Wartburg College as a service driven institution. Service is one of the core pillars at Wartburg, demonstrated in many ways, one of which is service trips.

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

Break Away Service Trips happen at least twice a year, during the fall break and tour week (between winter and May terms). Each trip is led by at least two student leaders, advised by a non-student adult, usually a faculty or staff member.

Nearly every trip is connected to sustainability; poverty relief, disaster relief, environmental work, and fighting racism.

The timeframe of the partnerships depends on the partner. We have been partnering with an organization in New Orleans for at least four years, annually sending groups to help with wetland improvements in the Louisiana Delta to help decrease the impacts of hurricanes. For several years we have also worked with an organization along the Mexican border to help alleviate racism towards immigrants.

During the two years covered by this STARS report (12/13, 13/14) service trips worked towards zero footprint. Throughout the trips, participants completed worksheets, tracking their footprint. Following the trip, each group pooled fund proportionally based on their footprint, to purchase carbon credits.

https://sites.google.com/site/wartburgservicetrips/home

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

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

Yes

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

Our sustainability coordinator presented at the 2012 AASHE conference to share about our positive experience during energy efficiency retrofits. In fall of 2013 she presented at the UMACS conference to help other Iowa colleges learn how they could utilize AmeriCorps to expand sustainability efforts.

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:

Association for the Advancement of Sustainability in Higher Education (AASHE)
Upper Midwest Association for Campus Sustainability (UMACS)

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

Our sustainability staff maintains contact and partnership with sustainability staff at are institutions, including the University of Northern Iowa, Iowa State University, Luther College, Central College, and the Maharishi University of Management. We gather as leaders in the fields, as needed. Each institution holds some version of sustainability forums, days, or recognition. Most recently our staff has helped the University of Northern Iowa during their forums, Iowa State University during their sustainability awards review process, and Luther College when they hosted UMACS. We communicate regularly, and share strengths to support each other as needed. In the past we have tried to gather semi-regularly, with mediocre success.

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

Continuing Education

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.

Continuing Education

Community Service

Responsible Party

Kristin Teig Torres

Assistant Director and Service-Learning Coordinator

Center for Community Engagement

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Wartburg College was a Presidents Higher Education Community Service Honor Roll Finalist in 2013.

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

Number of students engaged in community service:

1,581

Total number of students :

1,747

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:

53,338

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)?:

Yes

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

Following is a excerpt from the staff handbook.

"In the spirit of the Wartburg College mission statement, staff members are encouraged to engage in community service activities and may be allowed to use up to one-half day per year (September through August) of work time with prior approval of the direct supervisor and appropriate vice president. Staff members given permission to lead college-sponsored service trips and released by their supervisor will also use work time."

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

http://www.wartburg.edu/cce/

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*.

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

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

Yes

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

Key to Wartburg College's vitality is identifying people, companies, and foundations whose ongoing leadership, vision, and support can inform its strategic direction. Formal framework for engagement occurs in many ways. Here we will identify and go in to detail on a few of the primary ways:

National Advisory Boards (NAB) assist pre-determined College programs and departments in the process of evaluation and planning. National Advisory Boards will play an integral role in recommending ways to establish and meet institutional goals. This is achieved through the advice, advocacy, expertise, goodwill, and financial support of Advisory Board members. NABs will provide an avenue for alumni and friends from across the country to stay connected to the college and for enhanced communication between the college and its

constituents. Nearly 300 alumni and friends of the college are involved in the NABs.

The President's Advisory Council (PAC) includes about a dozen business and community leaders which are friends and alumni of the College who:
• Share a commitment to the College's mission of "challenging and nurturing students for lives of leadership and service as a spirited expression of their faith and learning";
• Invest time, talent, and resources in helping the College to achieve its strategic goals;
• Help to expand the College's circle of friends, without bearing fund-raising obligations; and
• Offer the president their best advice, unencumbered by fiduciary responsibility.

The Commission on Mission strategic planning process is detailed in the front section of our strategic plan, located at

http://www.wartburg.edu/strategicplan/COM%20Strategic%20Plan_low.pdf

. It involved many alumni and friends in envisioning the future for the college.

The Transforming Tomorrow campaign seeks to raise funds to fulfill the goals in the strategic plan (

www.wartburg.edu/transform

). The campaign engages a Steering Committee and National Campaign Committee to guide the work of volunteers and initiatives.

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

As mentioned above, the committees are made of friends, alumni, community members, and other stakeholders. Members represent a wide range of expertise and disciplines.

List of identified community stakeholders:

President's Advisory Council (PAC)
National Advisory Boards (NAB)
* Athletics
* Broadcast Archives
* Business
* Diversity
* Engineering Science
* German Institute
* Journalism and Communication
* Leadership
* Library
* Pathways Center
* Social Work
* Wartburg West.

This is not an exhaustive list.

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

Although far from being the only example, our Commission on Mission process is a great example of a process which sought community stakeholder engagement, and resulted in significant outcomes. The outcome of the Commission on Mission, the 2010-2020 Strategic Plan, provided guidance on operations and initiatives for the future. Born from this plan, the Transforming Tomorrow campaign lies heavily on the stakeholder beliefs and feedback collected during and after the Commission on Mission to identify priorities for growth and change. As a result of building a campaign upon the feedback of our community has allowed the campaign to be very successful.

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

http://www.wartburg.edu/about/

Participation in Public Policy

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

"---" *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:

As an institution, the college does not advocate for public policy. Instead, we encourage our students to engage and advocate for issues which they believe in.

Specifically connected to sustainability, the recent advocacy has included the following:
- Encouraging students to vote, providing details about how to complete an absentee vote at the polls, and educating about issues which are being debated and likely important to college students.
- A student group worked to educate students about fracking in Iowa, and advocated to local politicians to discourage allowing it in the state. This group has also done some awareness building about oil pipelines traveling through our states.

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

Graham Garner
VP for Marketing and Communication
Marketing and Communication

Criteria

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

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

Trademark Licensing

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.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

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.

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

Outdoor Air Quality

Criteria

Part 1

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

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

Part 2

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

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

John Wuertz
Director of Physical Plant
Maintenance

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

NA

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

1,032,720 *Square Feet*

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

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

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

1,032,720 *Square Feet*

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

2013 Wartburg College Sustainability Plan.pdf

The date the guidelines or policies were formally adopted:

Jan. 1, 2013

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

Afton Manor
Centennial
Classroom Technology Center
Clinton Hall North
Clinton Hall South
Di Giovanni Maintenance Bldg.
Fine Arts Center
Founders
Grossmann Hall
Hebron
Knights Village
Lohe Hall
Luther Hall
Luther Hall addition

McElroy Comm Arts Center
Neumann Auditorium
Old Main
Residence House
Residence North
Residence South
Saemann Student Center
Science Center , Becker Hall
Vogel Library
Vollmer Hall
Walston- Hoover Stadium press box, storage, and restrooms
Wartburg Chapel
Waverly Manor
Wellness Center
Whitehouse Business Center

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

All maintenance and custodial operations run through our Physical Plant department. The Directors of the Physical Plant have oversight of operations and chose sustainability oriented options when available and possible. The guidelines are included in the campus Sustainability Plan.

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

Building Design and Construction

Responsible Party

John Wuertz
Director of Physical Plant
Maintenance

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.

Submission Note:

We have had no construction of renovations in the last five years.

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

Institution does not have any "Eligible Building Space (Design and Construction)," as defined in this credit.

Indoor Air Quality

Responsible Party

John Wuertz
Director of Physical Plant
Maintenance

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:

1,032,720 *Square Feet*

Gross floor area of building space:

1,032,720 *Square Feet*

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

Indoor Air Quality reports are coordinated through our campus security director, who is also responsible for campus safety. The director works closely with maintenance staff, located in each building. Anyone who has a complaint or concern about air quality contacts his or her building maintenance staff. The staff evaluates the cause and contacts the security office to proceed, as needed. A majority of indoor air quality issues are connected to a maintenance issue, and can be handled by the staff. The IAQ is evaluated informally at least weekly by the staff. Monthly they inspect each room, also evaluating IAQ, along with other maintenance issues.

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Margaret Empie
Director of Dining
Dining

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:

49

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

Wartburg Buy Local Map 2013-Proof 1.jpg

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

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:

We do not have a program which specifies local purchasing explicitly, but we are fortunate enough to live and operate in the midwestern breadbasket.
This percentage is provided by our purchasing partner.

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

We rely on our purchasing partner to gather and report the data. We provided them with the credit information from STARS, and they provided us with the reports.

Total annual food and beverage expenditures:

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

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	No	No
Convenience stores	No	No
Vending services	Yes	Yes
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

Low Impact Dining

Responsible Party

Margaret Empie
Director of Dining
Dining

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:

Wartburg College does purchase our ground beef locally but we are not able to tease out the amounts.

Campus Sustainability Data Collector | AASHE   Snapshot | Page 97

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

No

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

Yes

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

Yes

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

Protein complete vegetarian options are provided.

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

The College does purchase one or two cows a year from a local locker and farmer.

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.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

John Wuertz
Director of Physical Plant
Maintenance

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	44,618.54 *MMBtu*	47,251.33 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	44,618.54 *MMBtu*	47,251.33 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	1,038,353 *Gross Square Feet*	1,038,353 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	3,602 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	8,399.40
Cooling degree days	1,015.70

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	June 1, 2013	May 31, 2014
Baseline Year	June 1, 2008	May 31, 2009

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

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

Wartburg has scheduling for the Wellness center, Science, Library, Luther, Fine Arts Center, Chapel, Auditorium and Communication Technology Center. What this means is that we have occupied, when the buildings are usually used, and unoccupied times. During the occupied times the temperatures are set to what you are used to. During unoccupied times the temperature set points are lowered to save energy.

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

Wartburg uses LED technology in our accent lighting, our display case lighting, as well as in a number of our security lights around campus. LED's are our first choice of new lighting and retrofit.

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

High traffic areas, and many office suites throughout campus buildings have had motion sensors installed so that the lights turn off after 10 minutes of inactivity.

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

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

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

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

In 2010 the college commissioned a comprehensive energy analysis. A select team evaluated the recommendations, and selected options with an average payback of 10 years. During 2011 and 2012 the college implemented these recommendations, with the final cost of $2,400,000 with an annual savings of $270,000.

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

The buildings utilizing energy management systems have individual controllers which are classified as "Web Servers." These Web Servers are internet gateways that allow users to access the EMS (energy management system) through the internet using a Username and Password from anywhere in the world. There are two computers, one for Steafa and one for Alerton, on campus that act as the respective servers.

This EMS is capable of engineering, programming and monitoring the expanded and existing BAS (Building Automation System). This provides local and remote access through a web-enabled system. It represents floor plans, mechanical systems and all equipment incorporated into the BAS graphically, both in status and configuration. In addition operators are able to command equipment or modify set-points and schedules, add trending or alarms to any hardware or software point, and make changes to other selected operational parameters in-line with the privileges of the active end-user from a graphic through the use of a mouse.

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

As appliances fail, or are due for replacement, energy consumption is considered as much as the cost of a replacement unit.

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

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

The vending machines on campus conserve energy by shutting off the display lighting when no one is within a reasonable proximity. Case and cooler lighting is nearly all LED.

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:

Clean and Renewable Energy

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	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	7,506.40 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 *MMBtu*

Total energy consumption, performance year:

44,618.54 *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:

In 2007 Wartburg College pledged $2 million over 20 years to the local utility Waverly Light and Power. The funds were intended to offset the energy consumed by the newly constructed Wartburg Waverly Wellness Center and were used towards the purchase and installation of a wind turbine.

http://www.youtube.com/watch?v=ApvLpj2LLPU#t=32

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

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

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

John Wuertz
Director of Physical Plant
Maintenance

Criteria

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

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

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

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

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

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

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

	Area
Total campus area	159.47 *Acres*
Footprint of the institution's buildings	10.87 *Acres*
Area of undeveloped land, excluding any protected areas	0.92 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	147.68 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

We follow the Environmental Protection Agency's Integrated Pest Management Principles

http://www.epa.gov/opp00001/factsheets/ipm.htm

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

The Wartburg College Campus Sustainability Plan addresses landscape management. This plan is written with eight sustainability related sections, the sixth being Campus Environment (Water, Land and Air Quality). The vision of this section is: The College will adopt best-management practices that improve air and water quality plus land practices that reduce run-off and improve biodiversity. Under this

section, goals one through five address landscape of our campus.

1. Irrigation Water Consumption: The College will adopt best-management practices for minimizing irrigation and increased use of graywater.
2. Landscaping BMP's: Follow best-management practices (BMP) in regard to landscape design and maintenance, including recommendations from the US Department of Energy's Federal Energy Management Program. Considerations should be given to Xeriscaping, native plantings, no-mow zones, and biodiversity, etc.
3. Organic Campus: The College will work toward using Organic Materials Review Institute (OMRI) listed pesticides and fertilizers on campus.
4. Integrated Pest Management: Develop and follow a plan that conforms to the EPA IPM principals.11 Implementing integrated pest management (IPM) plans is important to address the issue of ridding the property of pests while avoiding methods that put the long-term health of students and staff at risk.
5. Stormwater Management: The College will adopt best management practices for storm water control on campus as identified by environmental agencies such as Iowa Department of Natural Resources, Natural Resource Conservation Service, Soil and Water Conservation District, etc.

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

The college tries to use native plants when possible and is working to be more conscious about doing so. Native plants are better designed for our frigid winters and hot summers, making it easier to maintain them. Plants in our area must be hardy, and flood and drought tolerant. The connection with the grounds crew and sustainability grows annually.

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

When we mow, we leave the grass clippings on the ground for natural mulch. In the fall we either compost leaves in place (chop them up on the grass where the fall) or we haul them offsite to the city of Waverly's waste site where they are processed by the city's compost facility. We also take branches and other trimmings to the city's waste site throughout the year.

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

No significant actions outside of the IMP.

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

We are fortunate to live in a city which provides free mulch and compost from the . We use this local, chemical free resource instead of purchasing products. We also work closely with local green houses to source landscaping plants and materials.

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

Managed grounds are aerated annually to help increase water absorption and infiltration.

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

When it snows we plow and remove snow and ice as soon as possible from sidewalks and parking lots so we don't get a buildup. We choose environmentally friendly ice melt products to protect the grass on campus and the waterways it eventually drains into.

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:

Biodiversity

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

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?:
No

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:

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:

During the 13/14 year, a small group of selected environmental science majors conducted the first phase of biodiversity identification on central campus. This groups was advised by three biology faculty and the sustainability coordinator. This survey allowed the group to explore every corner of campus. From this survey, the students posed recommendations to improve the biodiversity on campus. Unfortunately we found that our main campus is lacking in native specie biodiversity.

As a precursor to the work by students, we asked a group of ecological professionals, including ecologists, local government officials, and staff, to tour our sensitive areas and determine eligibility for improvement. From this, we found some sensitive species in our dry run creek area. We are working towards a project to improve the environment in that area.

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

Students identified all trees on main campus, classifying them by genus at least, most by species.

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

The efforts listed above are a result of our Campus Sustainability Plan. This plan is written with eight sustainability related sections, the sixth being Campus Environment (Water, Land and Air Quality). The vision of this section is: The College will adopt best-management practices that improve air and water quality plus land practices that reduce run-off and improve biodiversity. Under this section, goals two through five directly support the increased biodiversity of our campus.

2. Landscaping BMP's: Follow best-management practices (BMP) in regard to landscape design and maintenance, including recommendations from the US Department of Energy's Federal Energy Management Program. Considerations should be given to Xeriscaping, native plantings, no-mow zones, and biodiversity, etc.
3. Organic Campus: The College will work toward using Organic Materials Review Institute (OMRI) listed pesticides and fertilizers on campus.
4. Integrated Pest Management: Develop and follow a plan that conforms to the EPA IPM principals.11 Implementing integrated pest management (IPM) plans is important to address the issue of ridding the property of pests while avoiding methods that put the long-term health of students and staff at risk.
5. Stormwater Management: The College will adopt best management practices for storm water control on campus as identified by environmental agencies such as Iowa Department of Natural Resources, Natural Resource Conservation Service, Soil and Water Conservation District, etc.

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

http://www.wartburg.edu/sustainability/plan.pdf

Purchasing

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

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

Electronics Purchasing

Responsible Party

Gary Wipperman
Director of ITS
ITS

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.

Submission Note:

Expenditures are from fiscal year 2013, the last year reported from the ITS department to the sustainability office.

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

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

Yes

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

The electronics purchasing policy, directive, or guidelines :

Item II.6 of the Wartburg Sustainability Plan states Information Technology Procurement: Electronic purchases that fall under EPEAT (Electronic Product Environmental Assessment Tool) will meet the requirements of EPEAT Silver level with preference for EPEAT Gold when applicable.

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

The sustainability office works closely with the IT department and communicates regularly to meet the minimum goals, but also improve procurement operations.

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

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

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	203,720.32 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:
203,720.32 *US/Canadian $*

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

http://www.wartburg.edu/sustainability/plan.pdf

Cleaning Products Purchasing

Responsible Party

John Wuertz
Director of Physical Plant
Maintenance

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

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

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

In the Wartburg College Sustainability Plan item II.5 states "Green Goods and Services: Departments shall be encouraged to use "green" certified products and services such as, but not limited to, Green Seal, Ecologo, FSC, etc."

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

The sustainability office works closely with the maintenance department and cleaning supervisor. We recently went through a review of cleaning supplies. During this search for a product line, the companies were asked to include any information about the products green certifications for consideration.

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

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:
40,000.25 *US/Canadian $*

Total expenditures on cleaning and janitorial products:
76,903.75 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:
No

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

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

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

Our buildings are cleaned by college employees, using college selected materials, so no cleaning contract exists.

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

http://www.wartburg.edu/sustainability/plan.pdf

Office Paper Purchasing

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Part 1

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

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

Part 2

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

Submission Note:

After our previous STARS submission it was brought to our attention that we were not using the 30% PCW paper for all office paper. The print center, who orders all paper on campus, committed to the change, and we reached our goal within months!

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

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

Yes

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

The paper purchasing policy, directive or guidelines:

The Wartburg College Campus Sustainability Plan addresses all areas of campus sustainability, broken into eight sections. Section II of this plan addresses purchasing, with a stated vision: The College shall adopt a campus-wide environmentally and socially sensitive purchasing plan that is consistent with best practices in higher education (e.g. AASHE). These policies will favor purchase of products with a reduced environmental and social impact.

Under each section there is a list of applicable goals. Goal 2 addresses source reduction. Under this, subsection A states: Departments shall purchase products with a minimum of 30% Post Consumer Waste (PCW) recycled content for paper products or, at the minimum,

EPA standard for other products or bio-based materials, when available and practical.

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

The Print Center recently was placed under a new department and was unaware of the commitment to 30% PCW content paper. We are renewing efforts to work towards this goal.

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

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

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	14,075 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	0 *US/Canadian $*

Total expenditures on office paper :

14,075 *US/Canadian $*

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

http://www.wartburg.edu/sustainability/plan.pdf

Inclusive and Local Purchasing

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

We are not able to track the purchases made within the 500 mile radius nor the 250 STARS local definition.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

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

The Wartburg College Campus Sustainability Plan addresses all areas of campus sustainability, broken into eight sections. Section II of this plan addresses purchasing, with a stated vision "The College shall adopt a campus-wide environmentally and socially sensitive purchasing plan that is consistent with best practices in higher education (e.g. AASHE). These policies will favor purchase of products with a reduced environmental and social impact."

Under each section there is a list of applicable goals. Goal 4 states "Buy Local: Departments shall be encouraged to purchase locally grown and produced products, defined as within Iowa or a 500 mile radius of Waverly, IA, to minimize the environmental costs associated with shipping."

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

No

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

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

Life Cycle Cost Analysis

Responsible Party

John Wuertz
Director of Physical Plant
Maintenance

Criteria

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

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

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

Yes

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

Yes

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

It is not in a written policy, although it is a matter of practice to consider the LCCA of all large purchases. We consider future/prolonged maintenance, operation costs, and future/unrealized savings in the LCCA.

Being a small college, all major purchases of equipment go through the physical plant and fall under the purview of the physical plant director. Having a sole position in charge ensures these best practices are followed.

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

Guidelines for Business Partners

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

And/or

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

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

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

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

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:
Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

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

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

Wartburg College has chosen to include the definition and requirements of a Vendor Code of Conduct within the Wartburg College Sustainability Plan. The plan states:

Wartburg College is committed to sustainable purchasing practices. Sustainability requirements shall be included or considered in all College requests for proposals (RFP). RFPs should include a request to describe in detail how the company implements these items and it will be taken into consideration during the evaluation and decision-making process. Departments will also take these items into consideration for other purchasing decisions. These requirements may include criteria for:

a. Energy efficiency (such as Energy Star designations)

b. Energy conservation

c. Waste reduction

d. Packaging reduction

e. Trade-ins, retrievals, refurbishment of used products

f. Use of recycled and recyclable materials (products, packaging, shipping materials)

g. Responsible shipping and transportation usage

h. Reduced water usage

i. Reduced paper usage (including e-procurement)

j. Waste and water treatment process

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

Our purchasing is very centralized within the maintenance, dining, and IT areas. When developing the Vendor Code of Conduct, we worked closely with the area leaders to identify criteria which should be included. The code was actually written by our Director of Dining and Director of Maintenance. While writing it, they committed to follow it as well.

The plan was written in 2011 and revised in January 2013. Being a relatively new plan, we have not had much opportunity to see impacts. The Dining Director is diligent about addressing waste with our contractors.

The website URL where information about the institution's guidelines for its business partners is available:

http://www.wartburg.edu/sustainability/plan.pdf

Transportation

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

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

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

Campus Fleet

Responsible Party

John Wuertz
Director of Physical Plant
Maintenance

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.

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

Total number of vehicles in the institution's fleet :

22

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

	Number of Vehicles

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

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

We are working on decreasing our fleet in general.

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

Student Commute Modal Split

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:

86

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	14
Walk, bicycle, or use other non-motorized means	85
Vanpool or carpool	1
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

79% of our students live on campus. Based on observed behavior, 6% live within walking distance of the college and 1 % carpool with others.

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

http://www.wartburg.edu/sustainability/energy.aspx

Employee Commute Modal Split

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

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

8.80

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	91.20
Walk, bicycle, or use other non-motorized means	3.20
Vanpool or carpool	5.10
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0.50
Telecommute for 50 percent or more of their regular work hours	---

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

Being a small campus, users are identified based on conversation and observation.

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

http://www.wartburg.edu/sustainability/energy.aspx

Support for Sustainable Transportation

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Part 1

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

Option A: Institution:

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

    And/or

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

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

Part 2

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

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

- Other strategies

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

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

Yes

A brief description of the facilities for bicycle commuters:

Shower and lockers are available at the recreation center, which is free to all students and .75FTE employees. Those who do not have free access, but would like to use the facilities for the purpose of bicycle commuting, can contact the facility director for permission, which is allowed for commuting purposes.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Bike racks are located within 50 of each non-residential building. There is also easy access to bike racks from residential halls. The college provides inside bike storage during the winter months to encourage students to bring their bikes to campus for the shoulder months.

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

No

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

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

Yes

A brief description of the bicycle sharing program:

Started in 2012, 3-6 bikes are available for rent through the Vogel (campus) library. The program has been used by international students, those with local jobs, and also for weekend outings to explore the local community. Those who rent a bike are issued a key to the lock and a helmet.

There is capacity to add more bikes if demand increases.

Bikes are removed from circulation when snow is on the ground to avoid injuries as they are not equipped with winter tires.

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), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The local transportation is a demand response program which generally serves special clients in the community. It is really not an option on campus.

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:

not applicable as we have no public transit.

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

A brief description of the carpool/vanpool program:

The international programs department offers vanpool rides to the local shopping areas throughout the year.

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

Yes

A brief description of the car sharing program:

Wartburg has two vehicles available through the UhaulCarShare program. Since Waverly doesn't have any options for mass transit, this program is very beneficial to those students that don't have their own vehicle. It is also meant to make students realize that they don't necessarily need to bring their own car to campus if they don't need to use it on a regular basis.

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?:

Yes

A brief description of the telecommuting program:

Many of the administration and faculty members have been provided a laptop so they can work out of the office. The possibility of telecommuting is determined by the positions tasks and can be coordinated with the supervisor.

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

Yes

A brief description of the condensed work week program:

Hours are reduced during the summer. Staff is encouraged to work with their supervisor if this is something they feel is feasible in their position.

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

Yes

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

The college owns several residentially zoned homes and duplexes for the use of college staff. The intent is to help new hires transition to the community and help them experience the benefits of living close to campus prior to purchasing a home.

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:

http://www.wartburg.edu/sustainability/energy.aspx

Waste

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

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

Waste Minimization

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	138.50 *Tons*	1.10 *Tons*
Materials composted	7 *Tons*	0 *Tons*
Materials reused, donated or re-sold	1.50 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	1,003.50 *Tons*	1,089.30 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,376	1,451
Number of residential employees	6	6
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,680	1,729
Full-time equivalent of employees	384	345
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	June 1, 2013	May 31, 2014
Baseline Year	June 1, 2006	May 31, 2007

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

Same year as other baselines in the STARS report.

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

Annually waste is audited, with the support of classes and volunteers. The audits are based on samples of dumpsters and grouped into building categories for comparison from year to year.

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

Wartburg College has adopted a Campus Sustainability Plan, which identifies goals, divided into eight sustainability categories. The second section, which addresses purchasing, and includes a vendor code of conduct. Part of the code includes several waste related points, such as Waste reduction, Packaging reduction, Use of recycled and recyclable materials (products, packaging, shipping materials), and Reduced paper usage (including e-procurement).

The purchasing section also includes goals specifically addressing Source Reduction:

a. Departments shall purchase products with a minimum of 30% Post Consumer Waste (PCW) recycled content for paper products or, at the minimum, EPA standard for other products or bio-based materials, when available and practical.

b. Departments shall consider vendor packaging in their decision, with a preference to that which is minimal, reusable, contains a minimum of hazardous and non-recyclable materials, and meets or exceeds the recycled material content levels in the U.S. EPA Comprehensive Procurement Guidelines for Paperboard and Packaging.

c. The College shall reduce the use of disposable products by specifying and purchasing products that are reusable or refillable whenever feasible and practical.

d. Departments shall work together to order items in bulk when they can be shared or split whenever feasible to decreasing shipping impacts and potentially costs.

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

REUSE(D) allows students, faculty, and staff to donate or pick up lightly used office supplies. The program is meant to serve as an alternative to buying new materials such as binders, office organizers, and scissors. It also hopes to prevent individuals from disposing of items that could still be of use to someone else.

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

Our institution does not print the course catalog, schedules, and directories. We have made a very purposeful effort to enhance our website to support these publications digitally. The course catalog website, found at

http://catalog.wartburg.edu/

, provides all the information in the catalog, and can be updated regularly, instead of printing addendum catalogs. The schedule can be easily searched at

https://my.wartburg.edu/ICS/Academics/Academics_Homepage.jnz?portlet=Course_Finder

. The public portion of our directory, including faculty and staff, can be found at

http://www.wartburg.edu/directory/

. We also have a secure directory, which is easy to search, with photos and student contact information that can only be accessed with Wartburg College credentials. There is no printed version of these materials.

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

Wartburg does not have any amount of free printing. Part of the fees charged to all students allow for $30 worth of printing per semester. If students use all of this allotment before the conclusion of a semester they are charged standard printing costs of the print and copy center on campus.

There is a discount for printing two sided, and all campus printers are defaulted to two sided printing.

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

Orange Move Out is an effort to reduce unnecessary disposal during the move out process. Donation stations are in each residence hall and movers are asked to place all reusable items there. Those items are then taken to Goodwill.

In 2014 we added more move out awareness by encouraging students to give or sell their larger items to incoming students through a "yard sale". This raised money for a student group while diverting waste from the landfill.

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

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

For a week in November 2014 the main campus kitchen participated in a waste diversion study. We collected all waste that could be composted or processed through a biodigester, and measured it by weight and volume. This was the first phase to measure feasibility of food waste diversion.

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

Dining Services has begun implementation of a comprehensive food management system that includes menu management, production service records, forecasting based on past recorded use, recipes that are standardized to the serving, and recording left-over food in order to improve forecasting the next time around. While these practices were in place in the past, they were manual. Thus, the various processes used did not electronically "speak" to each other, and staff doing forecasting were required to pour through pages and pages of notes and use their personal recollection. Dining has already noticed that there is less waste, and less food left at the end of a meal (because staff are counting carefully, and thus, noticing it more). Actual dollars spend on food last year was actually less in dollars than the previous year. This is a direct result of the better forecasting and less waste that is inherent with this system.
This new method of managing the menu and production is specifically designed to decrease food waste via controlling inventory, ordering, production and leftovers.

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

Wartburg's cafeteria (The Mensa) went tray-less during Earth Week in 2008. This practice has saved thousands of gallons of water and has reduced the amount of water, chemical and food waste by thousands of pounds since its implementation.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

No, Warburg's health department inspector has said that they would not be favorable to that option due to health code violations it would cause. We believe this should not be applicable to us as we can not violate health code.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or

third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Our student dining facility uses reusable service wear. We have chosen to not use compostable service wear for retail dining and dine out operations as we do not have access to compost it. It would not be a sustainable decision to purchase a more costly product to just send it to the landfill.

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

Customers who use reusable mugs instead of disposable cups for fountain drinks and coffee receive a discount. The discount gets better the larger the container because it is $.99 for refill no matter the size, but scaled cost for disposable containers.

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

Food that is left, and is of appropriate quality is offered a second time.
Staff are not allowed to take any food home, decreasing incentive to have left over food.
Pre-consumer food waste such as egg shells, rinds, cores, etc. are collected and composted. This has been going on for over two years.
Dining services makes most food from scratch, which means there will be unusable food waste, but it is not going out through the disposal and garbage systems.

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

http://www.wartburg.edu/sustainability/waste.aspx

Waste Diversion

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

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

Materials diverted from the solid waste landfill or incinerator:

148 *Tons*

Materials disposed in a solid waste landfill or incinerator :

1,003.50 *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:

Many of the efforts are identified in the previous STARS credit. The college recycles all materials accepted in our area, including mixed recycling of paper, plastic and metals, glass, TerraCycle, and sorted papers. There are recycling bins inside every non-residential building, and next to landfill collection areas in residential halls.

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

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

The kitchen staff collects many items that were previously thrown in the garbage disposal for composting. This includes the peels and rinds of fruits and vegetables, egg shells, and coffee grounds. The compost is used in the Wartburg Garden to provide nutrients to the growing plants or is transported to the city's composting facility. All meals are prepped in the same area, so composting applies to all meal types listed below.

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

Over the past few years we have tested some post-consumer composting systems. We have not yet found a system which meets our needs and budget. We believe we are close, and hope to adopt a system in the next few years.

We do currently compost pre-consumer food waste.

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

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

Scrap metal	Yes
Pallets	No
Motor oil	No
Tires	No

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

Construction and Demolition Waste Diversion

Criteria

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

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

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

Institution has not conducted a major construction, renovation and/or demolition project in the previous three years.

Hazardous Waste Management

Responsible Party

Juliann Paladino
Lab Supervisor
Science Department

Criteria

Part 1

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

Part 2

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

Submission Note:

Responsible Party for e-waste recycling is Anne Duncan

"---" *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:

In 1999 a position was created to care for the details and management of hazardous chemical waste in the science building, then Becker Hall. While chemistry professors understood the laws of RCRA – Resource Conservation and Recovery Act of 1976 , it was difficult to simply add this to the chair's tasks, in my opinion. Marilyn Kidd organized large scale hazardous waste pickups of items from Becker Hall. When I began working here in 2001, I took over the management of hazardous waste and the annual pickups by a licensed waste hauler. For more details see our CHP – Chemical Hygiene Plan and Hazardous Waste Plan in pdf format under the Security and Safety office on our campus website listed below.

http://www.wartburg.edu/security/hazardous.pdf

The main two steps to reduce hazardous and non-regulated chemical waste is maintaining an accurate inventory of the chemicals in the Science Center and having a more centralized ordering of chemicals as well. I carry out both of these tasks. Before 2001 it was common for the professors to order what they needed for labs via purchase order, and soon after I began working here I used a campus credit card and ordered all supplies, chemicals, and specimens used in the biology department. When Denis Drolet became chair of the chemistry department in 2003, I began to carry out this ordering for that department as well.

In addition, I maintain a chemical inventory of all the chemical storage locations in the Science Center on my computer as well. This listing is updated annually. And when professors need a chemical and a different department already has some in the building, I borrow and move it and put it back, instead of rushing to order more. This rather low-keyed approach just makes sense. We also have a storeroom of some acids, alcohols, and acetone that are used by both departments and are purchased one time each year in bulk.

As for the universal wastes, my knowledge of these are the used fluorescent lamps, used oil, and devices which contain mercury (switches, etc.). The maintenance department and John Wuertz and Scott Sharar are responsible for the campus wide disposal of universal wastes. (To my knowledge.) They also take care of the biohazardous waste from sharps containers and blood borne pathogen waste cleanups as far as a vendor who removes these wastes from campus.

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

The annual disposal of hazardous chemical wastes is budgeted for through the security and safety departments (John Myer) and has been carried out every year since I've been here in 2001. (And it was done a few times before then too.) I am in contact with professors in the biology and chemistry/engineering science departments directly to train them to gather chemical waste from teaching and research labs and contact me. They label the bottles (with percentages of each chemical) and I will come pick it up or they can bring it to room 242 where we store hazardous chemical wastes until the annual pickup. I manage the waste by making a waste determination, filling out Wartburg waste label, filling out waste logsheets, and keeping a running list on an Excel spreadsheet on my computer. In the summer this spreadsheet is emailed to our licensed waste hauler, CleanHarbors, and they let John Myers know the cost for that pickup. We set a date for the pickup during summer (when the student, faculty and staff populations on campus are low) for safety's sake.

Also, during my chemical inventorying process I will remove older bottles of chemicals and question the departments' faculty members if these items are still needed. If not, those bottles of chemicals which are hazardous are disposed of at the annual pickup. (I either know or ask the other department if they want the chemical and will share it, thus reducing waste.)

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:

Wartburg has an inventory system of chemicals within the Science Center for both the Biology and Chemistry departments, but does not have a campus-wide system. However, despite not being campus wide, our system still ensures that we follow RCRA regulations from the EPA for hazardous waste management. In addition, if there other departments have hazardous waste of some kind they simply contact the lab supervisor in charge of the inventory program and she disposes of them accordingly.

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):

We partner with a local e-recycling company. Eligible items are brought to our ITS help desk office to be cataloged and weighted. Our partner accepts:
Computers
Laptops
Servers
Monitors
Printers
Paper Shredders
Routers
Telecom Equipment
Cell Phones
UPS'S (Battery Back-ups)
Network Equipment
Copiers
TVs (flat and CRT)
CD/DVD - Disks and Player
Cassette/VHS Tapes and Player
Records
Hard Drive
Back-up Tapes
Cabling and power cords
Mice and Keyboards

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

Our partner is registered with the Iowa Department of Natural Resources. They do partner with larger companies to process things like chip boards and CRTs. Our sustainability coordinator visited the facility in person to see the working conditions. We contacted the larger

partners to verify their certifications. We were actually very impressed with the process followed. We are happy to be supporting a local company and local jobs who are working towards a better environment.

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

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

Medium to High

Total water use::

	Performance Year	**Baseline Year**
Total water use	1,634,151 *Gallons*	2,357,720 *Gallons*

Potable water use::

	Performance Year	**Baseline Year**
Potable water use	1,634,151 *Gallons*	2,357,720 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	**Baseline Year**

Number of residential students	1,440	1,451
Number of residential employees	6	6
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,773	1,774
Full-time equivalent of employees	394	366
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	1,038,353 *Square Feet*	1,036,353 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	17.70 *Acres*	17.70 *Acres*

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

	Start Date	**End Date**
Performance Year	June 1, 2011	May 31, 2012
Baseline Year	June 1, 2007	May 31, 2008

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

The student enrollment was comparable, and it was prior to the 2008 flood, which cause a couple years of variations in operations during community recovery. This was the furthest back we could go and still be comparing apples and apples.

Water recycled/reused on campus, performance year:

0 *Gallons*

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

0 *Gallons*

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

N/A

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

Each building on our campus is metered separately for used water and billed accordingly. Sewer charges are charges on a percentage of water consumed.

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

In 2011 a comprehensive retrofit of water fixtures on campus was conduct. Outdated stools and urinals were replaced with low-flow devices. Sink and shower fixtures were retrofitted with flow control fixtures.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Energy consumption, including water, and life cycle costs are considered in all equipment replacement.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Planting beds are programmed with native hearty plants that do not require watering after establishment.

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

The sports fields are the only place irrigation is required on a regular basis. In those areas staff schedules the irrigation practices once reflecting upon the future weather patterns. If the weather changes, as it does regularly in Iowa, the irrigation system has a sensor to shut down when it starts raining.

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

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

http://www.wartbur/

Rainwater Management

Responsible Party

John Wuertz
Director of Physical Plant
Maintenance

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:

It is our policy that no more water runs off of the property than before the project in question was developed and if this is not possible onsite we compensate elsewhere for the water storage lost. In addition, we are in the design and fundraising phase for rain garden installations.

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:

Wartburg College Campus Sustainability Plan was written to guide the college in responsibly utilizing resources (natural, manufactured and economic) in a fashion that minimizes, as much as possible, the impacts on the environment and socio-economic parameters.

The plan is divided into eight sections, one of which is "Campus Environment." Under that section, there are seven goals, the fifth of which states: "Stormwater Management: The College will adopt best management practices for storm water control on campus as identified by environmental agencies such as Iowa Department of Natural Resources, Natural Resource Conservation Service, Soil and Water Conservation District, etc."

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:

We are currently identifying the most effective ways to expand implementation of rain gardens to improve water quality while solving water management/grounds problems.

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

We have a few small retention ponds in the parking lots south and west of campus.

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

We have two stone bioswales to capture runoff from a staff/faculty parking lot.

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

We also employ a number of French drains that collect run off from residents halls.

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

Wastewater Management

Criteria

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

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

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

Planning & Administration

Coordination, Planning & Governance

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

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

Submission Note:

The FTE does include the paid student positions who work to support the programs of the sustainability department.

"---" *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:

The Sustainability Office at Wartburg College was established in 2011. Upon it start, the staff worked with the sustainability committee to answers to boards call to develop a campus sustainability plan. Since this, the plan has guided the department's direction, focusing on waste management, energy conservation, and guidance of the natural resource management of the campus.
To accomplish these goals the department has implored several student focuses engagement programs, including personal certifications, campus sustainability days, recycling competitions and general education on sustainable living. Most notably, the department recently guided the college through a major revamping of the waste management on campus.
The department has also inherited some previously established students efforts, like the campus garden and graduation pledge. Department staff manages the student workers, who process the recycling and implements peer-to-peer programs. The staff is also responsible for effectively managing the budget allotment for the department.

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:

EESI mission statement: Wartburg College is committed to enhancing development of a community fostering environmental stewardship to ensure local and global sustainability.

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

Dr. David McCullough, Chair (faculty - Biology)
Margaret Empie (Director of Dining Service)
Joel Seda (dining)
Marty Johnson (dining)
Dr. Tammy Faux (faculty - Social Work)
Dr. Johanna Foster (faculty - Biology)
Dr. Dan Sundblad (faculty - Sociology)
Dr. Barbara Fedeler (faculty - Art)
Dr. Timothy Ewest (faculty - Business)
Richard Seggerman (VP of Administration & Finance)
Clint Riese (Marketing & Communications)
Christine Elliott (librarian)
Alison Roberts (residential life staff)
Susan Lenius (staff)
Joanna Ewest (community member)
Student Senate representative
EARTH student representative
John Wuertz (Director of Physical Plant)
Anne Duncan (Environmental Sustainability Coordinator)

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

http://www.wartburg.edu/sustainability/involved.html

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Sustainability Office at Wartburg College began in 2011 and seeks to help the Wartburg community find ways to better steward its resources. To accomplish this, Wartburg Sustainability advocates for, promotes, supports and educates about sustainability related activities. See above for more details.

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

1.18

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

http://www.wartburg.edu/sustainability/about.html

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Anne Duncan, Environmental Sustainability Coordinator

A brief description of each sustainability officer position:

Wartburg's Environmental Sustainability Coordinator oversees all sustainability department operations, and oversees the staff.

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

http://www.wartburg.edu/sustainability/about.html#contact

Sustainability Planning

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

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

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

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

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

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

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

Submission Note:

The full version of the Wartburg College Campus Sustainability Plan, referenced repeatedly above, can be found at
http://www.wartburg.edu/sustainability/plan.pdf
.

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

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

Investment	No	No
Other	No	No

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

Section VIII of the Wartburg College Campus Sustainability Plan is entirely focused on Curriculum. The vision of this section is "Wartburg College will pursue a sustainable future through the curriculum by working to provide educational opportunities for students to facilitate their acquisition of the knowledge, skills, and collaborative work ethic necessary to engage effectively in public discourse, policy debate, and in other hands-on problem-solving matters relating to environmental, social, and economic sustainability."

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

There are no numerical measurements in this goal.

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

Energy and Environmental Sustainability Initiative, Sustainability office, Dean of Faculty

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

Research is addressed in Section VIII of the Wartburg College Campus Sustainability Plan, which addresses Curriculum. See details in the section above, or view the plan through the link in the notes section.

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

There are no numerical measurements in this goal.

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

Energy and Environmental Sustainability Initiative, Sustainability office, Dean of Faculty

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

Although we must engage with the entire campus to accomplish any of our goals, the Wartburg College Campus Sustainability Plan focuses on student engagement through Section VII, Student Life. The vision for section VII states "Provide students with an opportunity to live in a sustainable manner, learn how to manage their environmental footprint, and enhance life-long sustainable living skills."

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

There are no numerical measurements in this goal.

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

Sustainability office, Student Life

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

NA

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

NA

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

NA`

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

Section VI of the Wartburg College Campus Sustainability Plan is titled Campus Environment (Water, Land and Air Quality). The vision of this section is "The College will adopt best-management practices that improve air and water quality plus land practices that reduce run-off and improve biodiversity."

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

There are no numerical measurements in this goal.

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

Energy and Environmental Sustainability Initiative, Sustainability office, Maintenance

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

Research is addressed in Section VI of the Wartburg College Campus Sustainability Plan, which addresses Campus Environment. See details in the section above, or view the plan through the link in the notes section.

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

New construction will be follow LEED Silver equivalent practices. By stating this, we adopt the specific measurement to be achieved in LEED.

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

Sustainability Office, Maintenance, President's Cabinet

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

Many elements of the Sustainability Plan apply to dining, most notably, local purchasing and waste management. The Director if Dining Services was instrumental in the development and implementation of the plan, and continues to be a champion for sustainable change. View the plan through the link in the notes section.

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

Attempt to increase purchasing within 500 miles of campus is very impacting on dining services.

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

Sustainability, Dining Services

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

Section III of the Wartburg College Campus Sustainability Plan is focused on Energy. The vision of this section is "The College shall commit to environmentally sustainable operations through energy efficiency and conservation."

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

This sections makes the following measurable goals.
* By June 1, 2015, 75% of the utility systems shall be metered at the building of consumption to measure effective use or waste in the system.
* The College will continue to promote and support Waverly Light and Power so that the combined energy portfolio may include at least 25% from renewable sources by 2025.
* The College shall achieve reductions in Greenhouse Gas (GHG) emissions consistent with the strategies developed by option 1 of the Iowa Climate Change Advisory Council created under Iowa Code 455B.851 in 2007. (50% cutback from 2005 emissions by 2050, with interim goals of 1% by 2012 and 11% by 2020)

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

Sustainability Office, Maintenance,

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

Section VI of the Wartburg College Campus Sustainability Plan addresses Campus Environment (Water, Land and Air Quality). Under this section there are goals for the following:

* Irrigation Water Consumption
* Landscaping best management practices
* Organic Campus
* Integrated Pest Management
* Stormwater Management

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

There are no numerical measurements in this goal.

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

Sustainability Office, Maintenance (Grounds),

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

Section II of the Wartburg College Campus Sustainability Plan is focused on Purchasing. The vision of this section is "The College shall adopt a campus-wide environmentally and socially sensitive purchasing plan that is consistent with best practices in higher education (e.g. AASHE). These policies will favor purchase of products with a reduced environmental and social impact."

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

Under Section II there are goals for the following:
* Departments shall specify U.S. EPA Energy Star equivalent or better ratings on applicable energy consuming products when available and practical.
* Departments shall purchase products with a minimum of 30% Post Consumer Waste (PCW) recycled content for paper products or, at the minimum, EPA standard for other products or bio-based materials, when available and practical.
* Departments shall be encouraged to purchase locally grown and produced products, defined as within Iowa or a 500 mile radius of Waverly, IA, to minimize the environmental costs associated with shipping.
* Electronic purchases that fall under EPEAT (Electronic Product Environmental Assessment Tool) will meet the requirements of EPEAT Silver level with preference for EPEAT Gold when applicable.

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

Sustainability Office, any department conducting purchases

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

Section V of the Wartburg College Campus Sustainability Plan is focused on Transportation. The vision of this section is "Develop transportation strategies that reduce fuel use, air pollution, and carbon dioxide emissions while providing opportunities and support for alternative transportation, including bicycle and pedestrian infrastructure."

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

There are no numerical measurements in this goal.

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

Sustainability Office

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

Section IV of the Wartburg College Campus Sustainability Plan is focused on Waste Diversion. The vision of this section is "The college shall reduce the consumption plus increase the reuse and recycling of materials and resources, with the long-term objective of contributing to the development of a waste-free society."

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

Under Section IV there are goals for the following:
* Work towards achieving a diversion rate of 30% by 2015, with 80% of recyclable materials being diverted by 2020
* Reduce campus-wide printing by 10% by June 1, 2013.

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

Sustainability Office, Maintenance, Energy and Environmental Sustainability Initiative

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

Water is addressed in Section VI of the Wartburg College Campus Sustainability Plan, which addresses Campus Environment. See details in the Air and Climate section above, or view the plan through the link in the notes section.

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

There are no numerical measurements in this goal.

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

Sustainability Office, Maintenance, Energy and Environmental Sustainability Initiative

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

The institution's definition of sustainability:

The responsible utilization of resources (natural, manufactured and economic) in a fashion that minimizes, as much as possible, the impacts on the environment and socio-economic parameters. This pattern of use will allow the availability of limited resources for future generations as well as help promote healthier socio-economic conditions.

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Wartburg College Strategic Plan 2010-2020 includes six goals, each with a series of objectives, and sub-objectives. Under Goal 4, Objective 1 states "Develop and implement a master campus plan that addresses current and future facility needs, energy requirements, technology, optimum space usage, and
environmental sustainability." Sub-objective 1.3 states "Establish an environmental sustainability plan and policies."

The full strategic plan, and details referenced above, can be found at

http://www.wartburg.edu/strategicplan/COM%20Strategic%20Plan_low.pdf

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

http://www.wartburg.edu/sustainability

Governance

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Part 1

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

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

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

And/or

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

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

Part 2

Institution's staff participate in governance in one or more of the following ways:

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

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

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

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

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

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

Submission Note:

For the purposes of "non-supervisory" employees we considered all employees who are not members of the Cabinet or classified as Department Heads.
The following people were consulted for the answering of these questions:
Students: Teri Meier, Student Body President
Faculty: David McCullough, Biology Faculty and member of Faculty Council
Staff and Overall: Cindy Carlson and Janeen Stewart of the President's office

"---" *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:

All students are represented through Student Senate. This is the method of student participation in governance.

The mission of the Wartburg College Student Senate is to make a positive difference at Wartburg College by acting as a voice for the student body; fostering communication between students, faculty, staff and administration; developing legislation relevant to the needs of our constituency; and representing our institution through leadership and service to the community.

Senate operates under the power of recommendation, which means that on nearly every issue, Senate is making a well-researched, heavily debated suggestion. However, because of the hard work of student senators and a continued strong relationship with administrators and faculty, Senate resolutions can be influential in the college governance process.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed

by a representative student body or organization?:

No

A brief description of student representation on the governing body, including how the representatives are selected:

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

During the writing of the strategic plan, as well as development of the campus master plan, students were formally asked to participate through on-site meetings, and surveys. These plans are the backbone of the organizational mission, vision, goals, and initiatives. It also lays out the strategic and long term planning, and prioritization of budget allocations.

There is a member of the Student Senate, serving as a student representative on the President's Budget Advisory Committee (PBAC). The PBAC sets the recommendations to the President and Board for the financial planning, and allocation prioritization.

Student Senate also provides funding for campus initiatives, and student organizations. Senate members were also involved in the development of the Student Development Plan.

During 2014-15 it is a main initiative for student senate to improve their communication with constituents, and always their focus to facilitate clear communication between students and administration.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff are represented in the Personnel Advisory Committee (PAC). The PAC was established to facilitate communication and review and recommend policies and benefits for all support and administrative staff members.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:
No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

During the writing of the strategic plan, as well as development of the campus master plan, staff were formally asked to participate through on-site meetings, and surveys. These plans are the backbone of the organizational mission, vision, goals, and initiatives. It also lays out the strategic and long term planning, and prioritization of budget allocations.

There is staff representation on the President's Budget Advisory Committee (PBAC). The PBAC sets the recommendations to the President and Board for the financial planning, and allocation prioritization.

Staff also participates in many campus committees, including, but not limited to, Mission Effectiveness Committee, Admissions & Scholarship, and Institutional Review Board. Community involvement is in our culture, and we value consideration of beliefs of our community in decision making.

During a recent campus pulse survey, communication was an issue risen by our community. As a result, it is a priority of all committees on campus to improve their communication and transparency.

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 has a shared governance with administration in regards to academic issues. The Faculty Handbook states "While recommendations from the faculty are advisory in nature and not binding upon the administration, in appreciation of the principles of participatory governance and in the interest of the general well-being of the College, the faculty assumes that the Board and President will accept faculty recommendations in matters where the faculty has primary responsibility."

Faculty Council is the primary means Faculty participate in Governance. The Faculty Council coordinates the flow of information between standing committees and the faculty, and functions as the strategic planning body for Academic Affairs. As such, the Council advises the Dean of the Faculty regarding administrative decisions affecting the academic programs of the College.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:
No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes

Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

As mentioned above, the entire campus was formally asked to participate through on-site meetings, and surveys during the writing of the strategic plan and development of the campus master plan. These plans are the backbone of the organizational mission, vision, goals, and initiatives. It also lays out the strategic and long term planning, and prioritization of budget allocations. Although this process was more than three years ago, they are still our guiding documents, and influence the decisions being made today.

In relation to establishment of new programs, prioritization of programs, and physical resources, faculty is the leading force in the academic area. Faculty are usually the generators of new academic programs. The Faculty Council sets the priorities if there is a conflict of available resources between academic programs. They also recommend priorities for academic related physical resources.

As with other committees, the Faculty Council is working to improve communication. There also members of the faculty on the PBAC, previously mentions.

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

Submission Note:

Issues of Diversity and Equity are divided between the Student Diversity Programs Office, Affirmative Action, and the Pathways Center.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Wartburg College's Diversity Vision Statement
The Wartburg College community is committed to creating and maintaining a mutually respectful environment that recognizes and celebrates diversity among all students, faculty, and staff. Wartburg values human differences as an asset, works to sustain a culture that reflects the interests, contributions, and perspectives of members of diverse groups; and delivers educational programming to meet the needs of diverse audiences. We also seek to instill those values, understandings and skills to encourage leadership and service in a global multicultural society.

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

1

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

http://www.wartburg.edu/about/diversity.aspx

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

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

There is not a required, formal, campus-wide training to discuss cultural competence. We do provide some opportunities for staff and faculty to be exposed, but it is not required.

Throughout the year Wartburg College hosts several poverty simulations. Staff and faculty is encouraged to participate at least once during their time at Wartburg College. The poverty simulation is meant to help sensitize participants to the struggles people in poverty face on a daily basis. During the simulation, participants role-play the lives of low-income families, from single parents trying to care for their children to senior citizens trying to maintain their self-sufficiency on Social Security. Time is represented by four 15-minute periods, each representing one week. The task of each family is to provide food, shelter and other basic necessities during the simulation while interacting with various community resources. Afterward, participants and staffers conduct a debriefing.

https://www.wartburg.edu/povertysim/

Martin Luther King Jr. week is an important event on our campus. Throughout the week we not only talk about service, but also diversity and civil rights. Activities are held throughout the week to increase awareness of the basic civil liberties Dr. King worked to make accessible to everyone. Staff or faculty leads some sessions, and many are involved in community service. We call it a "day on, not a day off."

http://www.wartburg.edu/mlk/

The Human Resources department, Diversity and Inclusion Council, and Pathways Center partner regularly to provide personal development opportunities. The past has included topics of cultural competency.

Through the Diversity and Inclusion Council a program was developed to help students increase awareness of cultural competency. Cultural Advocates go through tiers via participation in existing campus activities and reflection. A sample of activities may include MLK day of service, V-Week, cultural week, French film festival, and more. Instead of recreating events, this program encourages attendance to what is already happening. The advocates pledge to continue their support for cultural competency after graduation.

The Alliance Program has worked to increase campus awareness of LGBTQ issues and acceptance. The leaders in this group work with other diversity and equality related groups to bring a better understand of cultural competency to our community.

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

http://www.wartburg.edu/povertysim/

Assessing Diversity and Equity

Responsible Party

Jamie Halloway
Director of Human Resources
Human Resources

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

Submission Note:

Additional responsible party is the President's office.

"---" *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) :

In 2009 we contacted an external consulting group to conduct a "Diversity and Inclusion Climate Assessment." The assessment was based on the surveys of 581 constituents, including 389 students, 52 faculty, 87 staff, and 41 alumni.

In 2012-13 the college went though a process of diversity assessment to apply for the Greater Cedar Valley Alliance and Chamber Diversity and Inclusion award. The process helped us identify both our strengths and the gaps we need to address. The college received the award.

http://info.wartburg.edu/Wartburg-College-News/ArticleID/622/Wartburg-wins-Cedar-Valley-award-f

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Annual assessments are conducted through enrollment management and admissions to measure diversity in the college. This data is used by those departments as applicable.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

Annually, the college completes the Integrated Postsecondary Education Data System (IPEDS), established as the core postsecondary education data collection program for the National Center for Education Statistics (NCES). Under the Hu,an Resources section the College reports on ethnic data for instructional and non-instructional staff.

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):

The Board of Regents currently has 2 (7%) American diversity members and 2 (7%) international members on its 28 member board. This 14% diversity representation is constantly reviewed by the Board's Governance Committee to assure diversity representation on the Board.

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

Support for Underrepresented Groups

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

http://www.wartburg.edu/studentlife/diversity.aspx

Responsible parties include John Myers, Krystal Matlock, Helen Leong, and Deb Loers..

"---" *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:

CAP+ is, as noted above, a peer mentoring program. Returning students of color are matched with new students of color. Mentors work with their protégées on making the transition to a predominantly white college in a rural setting as well as sharing study strategies and offering assistance with time management. Other support programs (described here) are available to all students; however, a special effort is made to reach out to at-risk and under-resourced students. The Supplemental Instruction (SI) program available to all students offers weekly study sessions led by successful students for courses that are traditionally challenging for students. The Mathematics lab is a drop-in service staffed primarily by upper-division math and math education majors. They offer small-group and individual assistance to students in six different entry-level math classes. The Writing/Reading/Speaking Lab (WRSL) offers assistance to students in reading

comprehension and retention and at all stages of the writing process. They offer feedback to students writing and delivering speeches. Academic advising is available to all students to help them assess their interests, value, personality, and skills and match those to appropriate academic programs.

The International Student Programs Office, Saemann Student Center 185, provides services to international students and seeks to promote global understanding through campus, intercollegiate, and community outreach. The primary role of the International Student Programs Office is immigration advising to ensure that foreign nationals maintain proper immigration status with the U.S. Citizenship and Immigration Services (USCIS) and compliance operations for Wartburg College. The office also provides a new international student orientation, material support, and advising on employment, Social Security, health insurance, and cross-cultural communication. Additionally, the office coordinates the Friendship Family program, which pairs local families with international students, and Global Connections, a student-led initiative to increase cultural competence on Wartburg's campus through peer-mentoring programs and more.

The Student Diversity Programs Office develops and promotes multicultural programming and activities to help all students understand and appreciate differences. The director promotes academic success by providing academic guidance, personal support, cultural resources and leadership opportunities to enhance the educational experience and facilitate the academic and personal growth of American ethnic students. The department recognizes the richness of diversity as a part of the Wartburg College experience and assists with the promoting of diverse ideas, cultures and opportunities that support student success.

The website URL where more information about the support programs for underrepresented groups is available:
http://www.wartburg.edu/intlprog/

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:

Through Campus Security there is a website which provides an anonymous reporting system for a variety of non-emergency campus conduct violations. This is not a solution for emergencies, just reporting.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:
http://www.wartburg.edu/gethelpnow

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:
Yes

Support for Future Faculty Diversity

Responsible Party

Peter Nash
Professor of Religion and Liberal Studies
Religion and Liberal Studies

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

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

The College allocates money to the affirmative action officer to travel to Midwestern Universities to introduce soon to be Doctoral graduates to the College, focusing on graduates of diversity.

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

Affordability and Access

Responsible Party

Krystal Madlock
Director of Student Diversity Programs
Student Life

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

---

Submission Note:

Additional Responsible Party includes Financial Aid, Pathways Center staff, and Enrollment Management.

We are not able to quantify the percent of students benefiting from low-income programs as they are being served across campus, making it likely any departmental counts would cause double counts of people.

"---" *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:

Our awarding policy is a merit and need-based one. We require filing of the FAFSA to ensure students are considered for federal and state need-based funding.

Students who are eligible and successfully complete the GEAR UP Iowa program will receive a $4000 scholarship to attend Wartburg College. Details below.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Our Pathway's Center Director meets with student advisors to provide resources and trainings. During her sessions she discusses ways we can better support first generation college students.

The manual for Academic Advising Standards and Guidelines also provides guidance to faculty for guidance in how to include diversity in advising situations.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) Iowa was created to significantly increase the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education. Participants in the year round program will discover the importance of education, improve academic skills, identify career interests, and explore college opportunities. Beginning in the 2008-2009 academic year, the GEAR UP Iowa program began to provide resources to students as they progress from 7th to 12th grade, helping them plan, prepare and pay for college. Students who are eligible and complete the program will receive a $4000 scholarship to attend Wartburg College.

The Summer Bridge Program "Summer Knights"- has the goal of facilitating a smooth transition to a successful college experience. During the Second Summer Session select students will work closely with the Summer Bridge Team, as they take classes and learn to navigate the infrastructure of Wartburg. The program specifically aims to serve domestic students who are anticipated to experience a challenging transition to a small liberal arts college in the rural Midwest, such as first generation college students, students from urban areas, etc.

Last year we started a variety of financial literacy initiatives for students. It includes a Facebook page, monthly workshops, Trumpet articles, and continued research into what else we can do.

Students from challenging backgrounds are encouraged to join the College Achievement Program (CAP). This pairs an incoming student with an older students. they meet regularly and the student mentor provides guidance through all areas of higher education, including: transitioning to college, time management skills, test preparation techniques, note-taking, self-motivation, goal-setting, financial management, stress reduction, choosing a major, Wartburg support services, getting involved on campus, and much more. The weekly meeting, combined with monthly all group activities helps the student transition and provides a means of communication to addresses challenges.

The Extended College Achievement Program (CAP+) is similar to CAP, but specifically seeks to support American ethnic first-year students with the transition to college. The structure is very similar to CAP.

A brief description of the institution's scholarships for low-income students:

We have some institutional grants, such as the Wartburg College Grant, Diversity Grant, and Out of State Grant that we use to increase funding to students whose need is not being met at various levels with their academic funding. We also have some more specific funded and endowed scholarships; such as the R.J. McElroy Minority Scholarship and Harry & Polly Slife Minority Scholarship that target diverse students to receive full tuition at Wartburg College.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Bridge Program Director sends letter to parents to help orient them to higher education. The letter includes background of the higher ed experience to help parents support their students even though they have not been to college themselves.

During orientation in 2015 the schedule is being adjusted to allow time for, and encourage parents to make an appointment with financial aid.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Wartburg College does have a recruitment officer who conducts targeted recruitment to school districts in the Chicagoland and Detroit area. Many of their target schools are considered low-income. The officer covering these areas is also working to train the other officers in diversity and inclusion.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Wartburg is a rolling admission institution, which means we accept applications on a continual basis. Admission decisions are based on meeting specific academic requirements. Minimums are a 2.5 g.p.a., 19 Act and top 50% of graduating class. Students are not evaluated for admission based on their ability to pay, but the college works with students and families to help with financial resources to pay for college.

Students who do not meet the above academic requirements are submitted for consideration by the admission scholarship committee comprised of Wartburg faculty, staff and administration.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:
No

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	24
The graduation/success rate for low-income students	62
The percentage of student financial need met, on average	89
The percentage of students graduating with no interest-bearing student loan debt	29

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:
http://www.wartburg.edu/finaid/scholarships.aspx

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

Jamie Halloway
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:

462

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

462

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:

7

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

7

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Wartburg evaluates the pay of its workers and determines if any changes need to be made on an annual basis. Evaluations are made by comparing the pay of our employees to our peer institutions and by reviewing the American Association of University Professors and College and University Professional Association. Wartburg tries to allocate money to specific positions if they are low compared to survey data.

Only our contractors provide janitorial services in the wellness center, which is a shared building with the city. The company's Human Resources Director compares their compensation to other comparable industries periodically but they do not have a standard policy or guidelines in place.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

462

Number of employees of contractors that receive sustainable compensation:

0

A brief description of the standard(s) against which compensation was assessed:

Wartburg evaluates the pay of its workers and determines if any changes need to be made on an annual basis. Evaluations are made by comparing the pay of our employees to our peer institutions and by reviewing the American Association of University Professors and College and University Professional Association. Wartburg tries to allocate money to specific positions if they are low compared to survey data.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The lowest paid full-time employee receives $10.45 per hour, or equivalent of $21,800 per year. Wartburg College offers an excellent benefits package to all full-time employees. Such benefits include health, dental, vision, flexible spending accounts, long- and short-term disability, life/AD&D insurance, medical and personal leave, paid time off, retirement, workers compensation, employee assistance, and tuition remission/exchanges.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

The lowest paid part-time employee is paid the Iowa/Federal minimum wage of $7.25 per hour. Some part-time employees receive benefits, eligibility determines by the amount of time to they work.

Wartburg College contributes to TIAA/CREF retirement annuity plan for administrative staff who work at least half-time and support staff who work at least 1,000 hours per year.

An Employee Assistance Program is available for employees and/or dependents to self-refer for short term assistance and for supervisors/managers to refer employees for evaluation in matters impacting an employee's health, welfare, and productivity.

Administrative staff who work at least three-fourths time and support staff who work at least 1,486 hours per year are eligible for the paid time off (PTO) program.

Wartburg College pays all federally required FICA and Medicare taxes required to be paid by the employer. Part-time employees are also eligible for a discounted membership to the wellness center.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Temporary employees are hired through a temporary staffing service. This is done to assist during transitions, not an ongoing solution to staffing.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Adjunct faculty are paid $2,800 per full course credit. Wartburg College pays all federally required FICA and Medicare taxes required to be paid by the employer.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Student employees are paid 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?:

No

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

Assessing Employee Satisfaction

Responsible Party

Jamie Halloway
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.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The College use to use Modern Think's Employee Satisfaction Survey, but recently developed an internal employee satisfaction survey. It was first given in 13/14 year. It is our intent to repeat the survey regularly.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

There were two recurring themes which arose from the most recent campus survey; communication and and feedback.

Methods in increase communication are the most public ways on-campus members have seen these issues addressed. The President's office conducts two all campus addresses, which include a Q&A section, allowing employees to directly direct the President. There is a section on the internal website for documents from the President, including a copy the emails the President sends to all employees with a summary of each board meeting. The President has also asked all administrative committees in improve their communication with the

campus.

The Human Resources Department, in partnership with the President's office, has created an appraisals task force to help improve the performance review process.

A third of many outcomes from the employee satisfaction survey includes the generation of the President's Advisory Committee. This committee helps the President receive feedback from community members and also provide his own feedback to the community.

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Jamie Halloway
Director of Human Resources
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

Submission Note:

https://www.unitypoint.org/waterloo/employee-assistance-program.aspx

http://www.wartburg.edu/counseling/

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Employees who work at least three-fourths time are eligible for membership to the wellness center at no cost. Benefit eligible employees can also purchase a membership to the wellness center for their spouse and/or family at a discounted rate. Part-time employees get a benefit of a wellness center membership at a reduced rate.

Wartburg College offers an EAP through Allen Hospital for employees to self-refer for short-term assistance and for supervisors/managers to refer employees for evaluation in matters impacting an employee's health, welfare and productivity.

Access to the wellness center is open to students, partially covered by student fees. A student counseling center is also available, and fully staffed throughout the school year.

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

http://www.the-w.org/

Workplace Health and Safety

Responsible Party

John Myers
Director of Campus Security & Safety
Security Office

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	17	24
Full-time equivalent of employees	387	345

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

	Start Date	End Date

Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2006	Dec. 31, 2006

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

The Safety Committee, headed by our Director of Campus Security, John Myers, is organized to plan, implement, and manage the missions and functions of the Environmental and Occupational Safety Program. The primary responsibility of the committee is to address health and safety issues in college programs, activities, and facilities. The committee is advisory to the President. The campus safety committee meets monthly to conduct a review of work related injury or illness, discuss ways to prevent future injuries, and discuss improvements to current standards or practices, as a result of previous discussions. The workman's compensations insurance carrier comes regularly to discuss improvement potential. The Mission and Objective of the committee are as follows:
We are committed to fostering a safe environment for all members of the campus
community and visitors. We strive to protect our natural resources and environment for
present and future generations. To assure fulfillment of our commitment, Wartburg
College has adopted the following safety goals:
• Maintain a safe work, living, and academic environment for faculty, staff, alumni,
and visitors.
• Demonstrate leadership in safety and environmental issues.
• Minimize adverse environmental and health impacts while contributing to a fully
functional college.
• Incorporate the consideration of safety and the environment as an integral part of the
institutional planning process.
• Take aggressive action to comply with all federal, state, and local occupational safety
and environmental laws and regulations.
• Support programs to prevent pollution and minimize the generation of waste.

The campus safety portion of the internal website includes safety plans for easy access across campus. There is currently ten plans online, with more coming soon.

The Staff Handbook is the go-to document for many issues across campus. For this reason it addresses many workplace safety topics, including:
Violence in the Workplace
Emergency Response
Hazardous Chemical Communication (Worker Right To Know)
Workplace Injury Reporting
Exposure Control Plan
Fire Prevention
Open Flames and Space Heaters
Hate Crime Reporting
Weapons/Firearms Policy
Disclosure of Crime Statistics
Suspected Child Abuse

The website URL where information about the institution's workplace health and safety initiatives is available:

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Sustainable Investment

Responsible Party

Richard Seggerman
Vice President for Finance and Administration
Finance

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

67,813,330 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	0 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

The Wartburg College Endowment, Statement of Investment Objectives and Policies provides direction to our financial overseers to invest based on the College's priorities. Under the General Investment Philosophy, the following statement provides sustainability related investment priorities.

Environmental sustainability of a particular investment or manager should be considered as a factor as it pertains to supporting achievement of the Endowment's Objectives. Socially and/or Environmentally Responsible investments may be considered for inclusion in the investment program to the extent that they align with the mission of Wartburg College. Any investment under consideration shall be subject to the requirements outlined in this Policy, including but not limited to return expectations, risk expectations, and permissible investment vehicle criteria.

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:

Included in the policy is the following statement "The Committee has the responsibility to ensure that the assets of the Endowment are managed in a manner that is consistent with the policies and objectives of the Endowment. In so doing, the Committee will comply with all applicable laws. The Endowment may contract with independent investment advisors, investment counsel, investment managers, banks, and/or trust companies approved by the Committee."

The sustainability related guidance included in the policy is new, and the examples of impact are still in progress.

Does the institution's sustainable investment policy include negative screens?:
No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

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:

Proxy voting is allowed, although the Investment committee rarely, if ever, utilize this voting method. Votes traditional take place during meetings.

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?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

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:

The College works with a consultant, Jeffrey Slocum & Associates, Inc of Minneapolis, MN, who brings attention to the practices of other organization.

Networking discussions about investments also occurs at professional gatherings, such as the ELCA Business Officer Meeting and Iowa Private College meetings. Through these gatherings we can network with peers and discuss a variety of subjects through a similar lens.

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Responsible Party

Richard Seggerman
Vice President for Finance and Administration
Finance

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.

Submission Note:

The snapshot is included in out audited financial statements, which are released upon request.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

2014 Wartburg Financial Statements_Short.pdf

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Anne Duncan
Environmental Sustainability Coordinator
Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Advanced Waste Management

A brief description of the innovative policy, practice, program, or outcome :

Although recycling in higher education is not innovative, we believe we have taken several steps which are not common practice.

In spring 2014 our recycling partner, the City of Waverly, began transitioning their curbside recycling to single stream, placing plastic, paper, and metals in one container. Prior to this change items needed to be sorted. This sorting requirement meant we were able to place few recycling stations in academic areas as they took a lot of space. Most colleges would stop at just adding more containers, but we took the opportunity to make major changes.

Our goal of the changes was to increase diversion by placing the waste management process in the hands of the user.

First, we added more Recycling and Waste Stations in public areas, within 50 -100 feet of every workspace, allowing easy access for recycling and landfill (trash) items. Prior to this change we had 1-6 stations per building, usually tucked in a corner, away from traffic. The containers are in main traffic paths, and now a very visible part of our campus.

The second change was adding side-saddle receptacles, attached to existing containers in offices for waste diversion. Instead of purchasing all new containers, we cleaned up the existing trash containers, added a recycling label, and hung the side-saddles on them for trash collection. The second part of this change asked users to empty their recycling and waste at the stations hallway. Prior to this change, cleaning staff emptied trash containers, but not recycling, and process which deincentivizes users to divert by making it easier to throw stuff away. Our change put landfill and diversion as equals, leaving it to user to chose how to handle their waste. Our cleaning staff no longer have to visit each office to empty trash, saving them time, allowing us to save costs of staffing, which was done through attrition, not layoffs.

Third, waste containers were removed from lecture classrooms. Our classrooms do not generate waste, it was not logical to collect waste from them. Just like the national parks service, we ask our student to take out anything they bring in. Signs were provided to help during the transition.

Although some colleges have adopted some of these practices, we are unaware of any which has adopted all of them. Asking all your staff, including faculty and administration, campuswide, to take out their own trash, is not common practice and demonstrates the innovative change on campus.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

We saw an 86% increase in recycling from 12/13 to 13/14 years. Considering the recycling changes did not actually change until 3/4 of the way through the fiscal year, the changes are more reflective of the increased awareness. Once the changes actually happened, we were unable to get accurate measurements on recycling due to a malfunctioning truck scale. However, we have seen reduction in landfill collection, and believe this is an indicator of changes to come. The equipment has been fixed, and as of January 2015 we have started collecting weights to have data going forward.

A letter of affirmation from an individual with relevant expertise:

Innovation 1 letter 2015.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.wartburg.edu/recycle

Innovation 2

Criteria

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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.

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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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Innovation 3

Criteria

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Innovation 4

Criteria

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