Marywood University

The following information was submitted through the Campus Sustainability Data Collector to be shared with Sierra magazine for consideration in their Cool Schools publication.

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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.

Education & Research

Co-Curricular Education

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

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

Student Sustainability Educators Program

Criteria

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

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

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

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

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

Student Sustainability Outreach Campaign

Responsible Party

Lori Summa
Administrative Assistant
Chartwells

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

The name of the campaign(s) :

Project Clean Plate

A brief description of the campaign(s) :

Marywood's dining services team periodically collects and weighs food waste in our Nazareth Dining Hall. The results are then posted in the dining hall to show students just how much food is thrown out every day.

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

In the past, the campaign has resulted in a significant drop in food waste.

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

http://www.marywood.edu/green/buildings/dining.html

Sustainability in New Student Orientation

Criteria

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

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

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

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

Sustainability Outreach and Publications

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

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

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

Yes

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

Marywood publishes information about a variety of sustainability initiatives on its website.

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

http://www.marywood.edu/green/

Does the institution have a sustainability newsletter? :

No

A brief description of the sustainability newsletter :

The website URL for the sustainability newsletter :

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

No

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

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

Does the institution have building signage that highlights green building features? :

No

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

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

Does the institution have food service area signage and/or brochures that include information about sustainable food systems? :

Yes

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

Chartwells displays information on sustainability in the main dining room.

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

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

No

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

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

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

No

A brief description of the sustainability walking map or tour :

The website URL of the sustainability walking map or tour :

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

No

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

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

Does the institution have a guide for green living and incorporating sustainability into the residential experience? :

No

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

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

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)? :

No

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

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

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution have an active student group focused on sustainability? :

Yes

The name and a brief description of each student group :

Marywood's student environmental club, Pugwash, has taken an active role in promoting sustainable practices on campus and encouraging students to enjoy nature responsibly.

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

Pugwash recently convinced Marywood to purchase some of its power in renewable energy credits.

List other student groups that address sustainability :

The website URL where information about student group(s) is available :

http://www.marywood.edu/studentactivities/clubs/clubdisplay.html?cat=All

Organic Garden

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

Model Room in a Residence Hall

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

Themed Housing

Responsible Party

Sara Rothenberger
Assistant Director of Housing and Residence Life
Housing and Residence Life

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

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

Yes

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

Students may choose to live in sustainability-themed housing communities.

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

http://www.marywood.edu/residencelife/Room-Selection/themed-housing.html

The total number of residents in themed housing. :

Sustainable Enterprise

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

Sustainability Events

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

Outdoors Program

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

Themed Semester or Year

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :

Yes

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

Marywood has offered a sustainability-related first-year experience. One year, students in the UNIV 100 course were required to read Al Gore's "An Inconvenient Truth."

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

An Inconvenient Truth

The website URL where information about the theme is available :

Curriculum

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

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

Sustainability Course Identification

Responsible Party

Jay Clymer
Associate Professor
Science

Criteria

Part 1

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

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

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

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

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

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

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

No

A copy of the institution's definition of sustainability in the curriculum? :

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

Yes

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

A faculty member was charged with identifying sustainability-focused and -related courses.

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

No

The website URL where the sustainability course inventory is posted :

Sustainability-Focused Courses

Criteria

Institution offers sustainability-focused academic courses.

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

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

Sustainability-Related Courses

Responsible Party

Jay Clymer
Associate Professor
Science

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

12

The total number of courses offered :

1100

Number of years covered by the data :

One

A list of sustainability-related courses offered :

ARCH 411 – Environmental Systems I
ARCH 421 – Environmental Systems II
FCS 251 – Family Resource Management
PHIL 328 – Environmental Ethics
HIST 110 – Global Resources and Scarcities
ENVS 109 – Technology, Environment and Society
ENVS 210 – Water: The Essential Ingredient
ENVS 215 – Resource Conservation I
ENVS 216 – Resource Conservation II
ENVS 261 – Earth Science I
ENVS 262 – Earth Science II
ENVS 345 – Environmental Management and Policy

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

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Jay Clymer
Associate Professor
Science

Criteria

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

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

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

5

The total number of departments that offer courses :

17

A list of departments that offer sustainability courses :

Architecture, Nutrition, Philosophy, Social Sciences, and Science

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

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Criteria

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

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

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

Undergraduate Program in Sustainability

Criteria

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

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

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

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

Graduate Program in Sustainability

Criteria

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

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

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

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

Sustainability Immersive Experience

Criteria

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

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

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

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

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

Sustainability Literacy Assessment

Criteria

Part 1

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

Part 2

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

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

Incentives for Developing Sustainability Courses

Criteria

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

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

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

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

Research

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

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Criteria

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

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

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

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

Faculty Engaged in Sustainability Research

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

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

Departments Engaged in Sustainability Research

Criteria

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

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

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

Sustainability Research Incentives

Criteria

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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

Interdisciplinary Research in Tenure and Promotion

Criteria

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

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

Operations

Buildings

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

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

Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

Total building space that meets "Eligible Buildings Criteria" :

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

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

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

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

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

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

An electronic copy of the guidelines or policies :

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

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

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

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

Building Design and Construction

Criteria

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

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

and/or

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

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

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

New building space that meets "Eligible Buildings Criteria" :

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

New building space that is LEED Certified :

New building space that is LEED Silver certified :

New building space that is LEED Gold certified :

New building space that is LEED Platinum certified :

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

An electronic copy of the guidelines or policies :

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

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

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

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

Indoor Air Quality

Criteria

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

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

Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Criteria

Part 1

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

Part 2

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

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

Greenhouse Gas Emissions Reduction

Criteria

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

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

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

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

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

Air Travel Emissions

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

Local Offsets Program

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

Dining Services

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

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

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Food and Beverage Purchasing

Responsible Party

Lori Summa
Administrative Assistant
Chartwells

Criteria

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

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

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

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

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

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

15

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

An estimated 15% of the food and beverages we purchase are grown within 250 miles of Marywood or are third-party certified.

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

http://www.marywood.edu/green/buildings/dining.html

Trayless Dining

Responsible Party

Lori Summa
Administrative Assistant
Chartwells

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

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

Yes

A brief description of the trayless dining program :

Marywood has removed trays from all of its dining locations to reduce food waste, promote healthier eating habits through portion control, and eliminate the water, chemicals, and energy used to wash trays.

List the year the program was started :

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

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

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

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

The website URL where information about the program is available :

http://www.marywood.edu/green/buildings/dining.html

Vegan Dining

Responsible Party

Lori Summa
Administrative Assistant
Chartwells

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

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

Yes

A brief description of the vegan dining program :

A vegan dining option is offered at every meal in the Main Dining Room.

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

Trans-Fats

Responsible Party

Lori Summa
Administrative Assistant
Chartwells

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations? :

Yes

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

Frying oil does not include trans-fats, and we avoid foods that contain trans-fats.

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

Guidelines for Franchisees

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

Institution does not have food service franchisees operating on campus.

Pre-Consumer Food Waste Composting

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

PostConsumer Food Waste Composting

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

Food Donation

Responsible Party

Lori Summa
Administrative Assistant
Chartwells

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

Does the institution donate leftover or surplus food? :

Yes

A brief description of the food donation program :

Marywood's dining services provider, Chartwells, donates leftover and surplus food to local organizations.

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

Recycled Content Napkins

Responsible Party

Lori Summa
Administrative Assistant
Chartwells

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

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

Yes

A brief description of the purchasing behavior :

We use recycled content napkins in our dining facilities.

The website URL where information about the purchasing is available :

Reusable Container Discounts

Responsible Party

Lori Summa
Administrative Assistant
Chartwells

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

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

Yes

A brief description of the reusable mug program :

Marywood's dining services provider, Chartwells, offers discounts to customers who use reusable mugs.

Amount of the discount offered for using reusable mugs :

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

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

Reusable To-Go Containers

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

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Clean and Renewable Energy

Criteria

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

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

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

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

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

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

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

Option 2: Non-electric renewable energy generated :

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :

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

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

Total energy consumed during the performance year :

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

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

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

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

A brief description of cogeneration technologies deployed :

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

Timers for Temperature Control

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

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

Yes

A brief description of the technology used :

Marywood's Center for Architectural Studies uses timers to to regulate temperature.

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

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

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

Yes

A brief description of the technology used :

Motion sensors are utilized in several buildings on campus.

The percentage of building space with lighting sensors :

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

LED Lighting

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

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

Yes

A brief description of the technology used :

We employ LEDs in at least one lighting application.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

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

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

Vending Machine Sensors

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

Energy Management System

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

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

Yes

A brief description of the management system :

We use a centralized energy management system to track energy consumption in multiple buildings from one central location.

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

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

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

Energy Metering

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building? :

Yes

A brief description of the metering system :

We monitor all forms of energy consumption in the Center for Architectural Studies.

The percentage of building space with energy metering :

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

Grounds

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

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Criteria

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

1) Set action thresholds

2) Monitor and identify pests

3) Prevention

4) Control

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

Native Plants

Responsible Party

Mark Burns
Superintendent of Grounds
Grounds

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

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

Yes

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

When possible, we use native plants in landscaping.

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

Wildlife Habitat

Responsible Party

Mark Burns
Superintendent of Grounds
Grounds

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

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

Yes

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

Whenever possible, we attempt to protect wildlife habitats on campus.

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

Tree Campus USA

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

Snow and Ice Removal

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

Landscape Waste Composting

Responsible Party

Mark Burns
Superintendent of Grounds
Grounds

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

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

Yes

A brief description of the composting or mulching program :

Yard waste is composted or mulched.

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

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

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

Purchasing

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

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

Cleaning Products Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

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

No

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

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

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

Yes

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

Total expenditures on cleaning products :

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

Office Paper Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

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

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

No

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

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

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

Yes

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

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

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

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

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

Total expenditures on office paper :

Vendor Code of Conduct

Criteria

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

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

Historically Underutilized Businesses

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

Local Businesses

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

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

Yes

A brief description of the program :

We give preference to local businesses, like One Point.

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

Transportation

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

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

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

Campus Fleet

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

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

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

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

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

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

0

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

0

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

0

100 percent electric vehicles in the institution’s fleet :

1

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

0

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

Total number of vehicles in the institution's fleet, including all of the above :

20

Student Commute Modal Split

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Employee Commute Modal Split

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Bicycle Sharing

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

Facilities for Bicyclists

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

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

Yes

A brief description of the facilities :

The Center for Architectural Studies provides secure bike storage, showers, and lockers for bicycle commuters.

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

Bicycle and Pedestrian Plan

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

Mass Transit Programs

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle? :

Yes

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

A partnership between the County of Lackawanna Transit System (COLTS), Marywood University, and the University of Scranton provides free, unlimited bus transportation anywhere in the county to all students, faculty, and staff.

The website URL where information about the program is available :

http://www.marywood.edu/studentactivities/transportation/

Condensed Work Week

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

Telecommuting

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

Carpool/Vanpool Matching

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

Cash-out of Parking

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

Carpool Discount

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

Local Housing

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

Prohibiting Idling

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

Car Sharing

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar? :

Yes

A brief description of the program :

Marywood participates in Enterprise Rent-A-Car's WeCar program. WeCar is a fully automated car sharing program that provides an environmentally friendly transportation solution. Marywood students, faculty, and staff can rent a WeCar for an hour, a day, a weekend, or longer.

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

http://www.marywood.edu/wecar/

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 Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Criteria

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

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

Waste Diversion

Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

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

Materials disposed in a solid waste landfill or incinerator :

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

Construction and Demolition Waste Diversion

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

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

Amount of construction and demolition materials landfilled or incinerated :

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

Electronic Waste Recycling Program

Responsible Party

Mark Burns
Superintendent of Grounds
Grounds

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

No

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

Electronic waste is recycled or reused.

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

Marywood only recycles electronic waste generated by the institution, not waste generated by students.

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

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

Hazardous Waste Management

Responsible Party

Mark Burns
Superintendent of Grounds
Grounds

Criteria

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

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

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

Yes

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

Marywood safely disposes of all hazardous waste.

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

Marywood safely disposes of all hazardous waste.

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

Materials Exchange

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

Limiting Printing

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution limit free printing for students in all computer labs and libraries? :

Yes

A brief description of how printing is limited :

Students must pay to print in the library and all computer labs.

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

Materials Online

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

Chemical Reuse Inventory

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

Move-In Waste Reduction

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

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

Yes

A brief description of the program :

Marywood has a program to reduce residence hall move-in waste.

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

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

Yes

A brief description of the program :

Marywood has a program to reduce residence hall move-out waste.

The website URL where information about the program is available :

Water

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

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Criteria

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

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

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

Stormwater Management

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

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

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

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

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

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes

A brief description of the institution's stormwater management initiatives :

Marywood takes measures to mitigate the impact of stormwater runoff from both construction and ongoing operations. The Center for Architectural Studies boasts a vegetated roof.

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

http://www.marywood.edu/green/buildings/school-of-architecture.html

Does the institution have a living or vegetated roof? :

Yes

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

Does the institution have porous paving? :

A brief description of the institution's porous paving :

Does the institution have retention ponds? :

A brief description of the institution's retention ponds :

Does the institution have stone swales? :

A brief description of the institution's stone swales :

Does the institution have vegetated swales? :

A brief description of the institution's vegetated swales :

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

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

Waterless Urinals

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution use at least one waterless urinal? :

Yes

A brief description of the technology employed :

Waterless urinals are installed in the Center for Architectural Studies.

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

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

Yes

A brief description of the water metering employed :

We use water consumption meters in at least one building.

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Mark Burns
Superintendent of Grounds
Grounds

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

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

Yes

A brief description of the source of non-potable water and how it is used :

We use non-potable water for irrigation.

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

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

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

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

Xeriscaping

Responsible Party

Mark Burns
Superintendent of Grounds
Grounds

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :

Yes

A brief description of the program or practice :

We use xeriscaping techniques, like the selection of drought tolerant plants.

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

Weather-Informed Irrigation

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

Planning, Administration & Engagement

Coordination and Planning

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

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

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

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

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

Does the institution have a sustainability committee? :

Yes

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

Marywood has a sustainability committee, with representation from all areas of the University.

Members of the committee, including affiliations :

Barbara Giovagnoli (community contact)
Carl Oliveri (student activities)
Collier Parker (dean, College of Creative and Performing Arts)
Frank Ohotnicky (student)
Gregory Hunt (dean, School of Architecture)
Jay Clymer (faculty, science department)
Joe Garvey (VP of business affairs)
Kaylee Dunning (housekeeping)
Laurie Cassidy (faculty, religious studies department)
Lori Summa (dining services)
Mark Burns (superintendent of grounds)
Robin Ertl (faculty, science department)
Sara Rothenberger (housing and residence life)
Todd Pousley (marketing and communications)

The website URL where information about the sustainability committee is available :

Does the institution have a sustainability office? :

No

A brief description of the sustainability office :

The number of people employed in the sustainability office :

The website URL where information about the sustainability office is available :

Does the institution have a sustainability coordinator? :

No

Sustainability coordinator's name :

Sustainability coordinator's position title :

A brief description of the sustainability coordinator’s position :

The website URL where information about the sustainability coordinator is available :

Strategic Plan

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

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

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

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

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

Year the strategic plan or equivalent was completed or adopted :

2010

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

Yes

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

Goal 3 of Marywood's current strategic plan is to "align resources to achieve institutional goals, with a focus on environmental stewardship." An objective under this goal is to "create a campus-wide initiative to implement sustainable design practices in all building and campus maintenance and operations, building renovations, and new construction."

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

Yes

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

Goal 2 of Marywood's strategic plan is to "create a culturally diverse and global educational experience to educate students to live responsibly in a diverse and interdependent world."

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

No

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

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

Physical Campus Plan

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

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

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

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

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

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

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

Yes

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

Marywood's current physical (master) campus plan addresses sustainability at a high level. All projects are examined for LEED potential.

The year the physical campus plan was developed or adopted :

2011

The website URL where the physical campus plan is available :

Sustainability Plan

Criteria

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

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

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

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

Climate Action Plan

Criteria

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

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

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

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

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

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

Does the institution have a diversity and equity committee? :

No

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

Members of the committee, including job titles and affiliations :

The website URL where information about the diversity and equity committee is available :

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

Marywood's office of diversity efforts promotes an appreciation for diversity on campus and assists the local community in addressing diversity concerns and developing intercultural awareness.

The office organizes eight to ten events each year, from celebrations of various cultures to efforts to address problems like racism and sexism. These programs range from musical, theatrical, and scholarly presentations to diversity training sessions for area professionals.

The number of people employed in the diversity office :

2

The website URL where information about the diversity and equity office is available :

http://www.marywood.edu/diversity/

Does the institution have a diversity and equity coordinator? :

No

Diversity coordinator’s name :

Diversity coordinator's position title :

A brief description of the diversity coordinator's position :

The website URL where information about the diversity and equity coordinator is available :

Measuring Campus Diversity Culture

Criteria

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

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

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

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

Support Programs for Underrepresented Groups

Criteria

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

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

Support Programs for Future Faculty

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Affordability and Access Programs

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

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

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

Gender Neutral Housing

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution offer housing options to accomodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :

Yes

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

Marywood's office of housing and residence life is willing to make accommodations for transgender students.

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

Employee Training Opportunities

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution make cultural competence trainings and activities available to all employees? :

Yes

A brief description of the cultural competence trainings and activities :

Marywood employees are required to participate in an online cultural competence training program.

The website URL where information about the trainings and activities are available :

Student Training Opportunities

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution make cultural competence trainings and activities available to all students? :

Yes

A brief description of the cultural competence trainings and activities :

This year, Marywood offered cultural competence training, provided by the Interfaith Youth Core (IFYC), to all students.

The website URL where information about the trainings and activities are available :

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

Employee Satisfaction Evaluation

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Staff Professional Development in 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

---

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

Sustainability in New Employee Orientation

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Employee Sustainability Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Childcare

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :

Yes

A brief description of the child care program, policy, or practice :

Marywood has an on-site childcare facility, and we help students, faculty, and staff meet their childcare needs by providing discounts, based on level of compensation.

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

Employee Wellness Program

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :

Yes

A brief description of the employee wellness program, policy, or practice :

A variety of employee wellness programs are offered at Marywood.

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

http://www.marywood.edu/wellness/

Socially Responsible Retirement Plan

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution offer a socially responsible investment option for retirement plans? :

Yes

A brief description of the socially responsible investment option for retirement plans :

Marywood offers socially responsible retirement plans through both TIAA-CREF and Fidelity Investments.

The website URL where information about the program, policy, or practice 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
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Positive Sustainability Investments

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Student-Managed Sustainable Investment Fund

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

Sustainable Investment Policy

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :

Yes

A brief description of the sustainable investment policy :

Marywood considers the social and environmental impact of investment decisions.

The website URL where information about the policy is available :

Investment Disclosure

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

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

A brief description of the institution’s sustainability partnerships with the local community :

Marywood has received grants from the Overlook Foundation (and possibly other funders) to advance sustainability on campus. In addition, a representative from the county's Office of Environmental Sustainability serves on Marywood's sustainability committee.

The website URL where information about sustainability partnerships is available :

Inter-Campus Collaboration on Sustainability

Criteria

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

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

Sustainability in Continuing Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Community Service Participation

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

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

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

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

The number of students engaged in community service :

3058

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

3398

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

Community Service Hours

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

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

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

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

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

43000

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

3398

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

Sustainability Policy Advocacy

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

Trademark Licensing

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

No

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

Yes

Has the institution expressed intention to participate in the Designated Suppliers Program? :

No

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

Graduation Pledge

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

Community Service on Transcripts

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

Farmers' Market

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

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 2

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 3

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 4

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

No

Provide a brief description of the presentations, speakers or skits :

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

No

Provide a brief description of the presentations :

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

No

Provide a brief description of the activities :

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :

Yes

Provide a brief description of the efforts :

The majority of orientation materials are provided on a flash drive, rather than printed, as was done in the past.

Does the institution incorporate sustainability into new student orientation in other ways? :

No

Provide a brief description :

Food Education

Responsible Party

Todd Pousley
Web Content Director
Marketing & Communications

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices? :

No

Provide a brief description :

Are students educated in dining facilities about how to make eco-positive food choices? :

Yes

Provide a brief description :

Chartwells, Marywood's dining services provider, encourages students to purchase fresh, local food as a means of supporting the local community and reducing their carbon footprint.

Are students educated during orientation about how to make eco-positive food choices? :

No

Provide a brief description :

Are students educated in other venues about how to make eco-positive food choices? :

Yes

Provide a brief description :

Special sustainability-themed events on campus, like Marywood's recent Earth Day fair and panel discussion, teach students how to make eco-positive food choices.

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

No

Provide a brief description of the program :

Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

List items procured for dining services from on-campus organic garden(s) :

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

List all Fair Trade certified items purchased :

Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased :

Percentage purchased :

Comments :

Type of confinement-free product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of confinement-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of vegetarian-fed product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of vegetarian-fed product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of vegetarian-fed product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of hormone-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of hormone-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of hormone-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :

Percentage purchased (1st product) :

Standard used (1st product) :

Comments (1st product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

Percentage purchased (2nd product) :

Standard used (2nd product) :

Comments (2nd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :

Percentage purchased (3rd product) :

Standard used (3rd product) :

Comments (3rd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :

Percentage purchased (4th product) :

Standard used (4th product) :

Comments (4th product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :

Percentage purchased (5th product) :

Standard used (5th product) :

Comments (5th product) :

Dishware

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations? :

Does the institution offer plastic dishware at its dining services locations? :

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

Does the institution offer other types of dishware at its dining services locations? :

Provide a brief description. :

Energy Initiatives

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

The combined gross square footage of all buildings that are ENERGY STAR labeled :

The names of all buildings that are ENERGY STAR labeled :

Energy Use by Type

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

The percentage of total electricity use from wind. :

The percentage of total electricity use from biomass. :

The percentage of total electricity use from natural gas. :

The percentage of total electricity use from solar PV. :

The percentage of total electricity use from geothermal. :

The percentage of total electricity use from nuclear. :

The percentage of total electricity use from hydro. :

The percentage of total electricity use from other. :

Provide a brief description. :

The percentage of total energy used for heating buildings from coal. :

The percentage of total energy used for heating buildings from biomass. :

The percentage of total energy used for heating buildings from electricity. :

The percentage of total energy used for heating buildings from natural gas. :

The percentage of total energy used for heating buildings from geothermal. :

The percentage of total energy used for heating buildings from fuel oil. :

The percentage of total energy used for heating buildings from other. :

Provide a brief description. :

If cogeneration, please explain. :

Procurement

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

Does the institution’s vendor code or policy require vendors to use less packaging? :

Bike Sharing

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

Water Initiatives

Criteria

Institution provides details about its water initiatives.

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

Endowment

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year :

Date as of :

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

If yes, or if currently under consideration, provide a brief description :

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

Size of capital commitments made within past 3 years :

Provide a brief description :

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

Does a single administrator determine proxy votes on environmental and social resolutions? :

Does a single administrator determines proxy votes on corporate governance resolutions? :

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on enviromental and social resolutions? :

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

Sustainability Staffing

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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