



Lafayette College

STARS REPORT

Date Submitted: March 3, 2020

Rating: Silver

Score: 52.36

Online Report: [Lafayette College](#)

STARS Version: 2.2

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS[®]) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

Summary of Results

Score 52.36

Rating: Silver

Report Preface

Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

Academics

Curriculum	16.80 / 37.00
Research	11.92 / 18.00

Engagement

Campus Engagement	13.19 / 21.00
Public Engagement	7.98 / 15.00

Operations

Air & Climate	5.50 / 11.00
Buildings	2.38 / 8.00
Energy	3.16 / 10.00
Food & Dining	4.72 / 8.00
Grounds	1.38 / 3.00
Purchasing	1.63 / 6.00
Transportation	4.17 / 7.00
Waste	5.57 / 10.00
Water	0.59 / 7.00

Planning & Administration

Coordination & Planning	5.88 / 9.00
Diversity & Affordability	7.63 / 10.00
Investment & Finance	0.00 / 7.00
Wellbeing & Work	2.78 / 7.00

Innovation & Leadership

Innovation & Leadership	3.25 / 3.50
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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.

Report Preface

Introduction

Points Claimed 0.00

Points Available 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close

Executive Letter

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Delicia Nahman
Director of Sustainability
Sustainability

Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

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

Executive cover letter:

[Pres._Byerly_STARS_Letter_3.1.2020_IFyqbwT.pdf](#)

Points of Distinction

Score	Responsible Party
0.00 /	Nick DeSalvo
Total adjusted for non-applicable credits	Energy Manager
Close	Finance

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

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

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

Credit	Points
	0.00 /
Institutional Boundary	Total adjusted for non-applicable credits
	Close
	0.00 /
Operational Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Academics and Demographics	Total adjusted for non-applicable credits
	Close

Institutional Boundary

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Simon Tonev

Director of Institutional Research
Provost

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field.

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

There are 69 buildings in a suburban setting, comprising approximately 1.76 million square feet, on 340 acres, including a 230-acre athletic campus.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Other professional school with labs or clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	No	No
Museum	No	No
Satellite campus	No	No
Farm larger than 2 hectares or 5 acres	No	No
Agricultural experiment station larger than 2 hectares or 5 acres	No	No
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

For more than 175 years, Lafayette has been known for a spirit of exploration that ignores boundaries, where faculty work with students across disciplines to tackle challenges and solve problems. The ability to make connections and think critically is paramount—on campus, off campus, and after graduation. (from the Lafayette College Website.)

Additional documentation to support the submission :

Operational Characteristics

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

Endowment size:

870,742,000 US/Canadian \$

Total campus area:

360 Acres

Locale:

Large town

IECC climate zone:

5 - Cool

Gross floor area of building space:

2,283,897 Gross Square Feet

Floor area of laboratory space:

115,443 Square Feet

Floor area of healthcare space:

5,228 Square Feet

Floor area of other energy intensive space:

6,000 Square Feet

Additional documentation to support the submission :

Academics and Demographics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Simon Tonev Director of Institutional Research Provost
Close	

Criteria

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate weighted campus user, a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

39

Number of students enrolled for credit:

2,691

Total number of employees:

967

Full-time equivalent student enrollment:

2,672

Full-time equivalent of students enrolled exclusively in distance education:

0

Full-time equivalent of employees:

874

Number of students resident on-site:

2,409

Number of employees resident on-site:

53

Number of other individuals resident on-site:

4

Weighted campus users, performance year:

3,279

Additional documentation to support the submission:

Academics

Curriculum

Points Claimed 16.80

Points Available 37.00

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	Points
Academic Courses	5.83 / 14.00
Learning Outcomes	1.97 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	Not Applicable
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
5.83 / 14.00	Kira Lawrence Associate Professor of Geology Geology and Environmental Geosciences

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

Institution offers sustainability course content as measured by the percentage of academic departments(or the equivalent) with sustainability course offerings.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

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

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	668	0
Number of sustainability-focused courses offered	11	0
Number of sustainability-inclusive courses offered	41	0

Percentage of courses that are sustainability course offerings:

7.78

Total number of academic departments that offer courses:

49

Number of academic departments with sustainability course offerings:

20

Percentage of academic departments with sustainability course offerings:

40.82

A copy of the institution's inventory of its sustainability course offerings and descriptions:

[Lafayette_College_AC-1_EPr3GNO.xlsx](#)

Do the figures reported above cover one, two, or three academic years?:

One

A brief description of the methodology used to complete the course inventory :

Using the course catalogs from Fall 2018 and Spring 2019 we eliminated all thesis, independent study, and internship courses from our total course count. We also deleted repeated courses because we wanted to calculate the opportunities that students had to take sustainability related courses compared to the overall course offerings and that value is calculated by counting each course in a department once.

Once we had the edited overall course list, we used a sustainability key word list to sort out courses that would definitely not be sustainable by removing courses with zero key words in the description from our potential sustainability courses. From there, we looked at every course individually and based off of the course titles and descriptions we were able to categorize a majority of the courses as sustainability focused, sustainability inclusive or no mention of sustainability. There were some courses from the course description and title alone were difficult to place in a category, so we looked at the syllabi to make a final decision. After looking at the syllabi, we ended up and end up with the finalized sustainability focused and sustainability inclusive courses as well as the total number of courses from this period.

How were courses with multiple offerings or sections counted for the figures reported above?:

Other (please describe below)

A brief description of how courses with multiple offerings or sections were counted:

Each course was counted once within a department no matter how many times it was offered in that department throughout the year. If the course was cross listed though, it was counted for every department it was in.

Website URL where information about the sustainability course offerings is available:

<http://catalog.lafayette.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Classes from the Fall 2018 and Spring 2019 were added together to obtain these results.

Learning Outcomes

Score

1.97 / 8.00

Responsible Party

Nick DeSalvo
Energy Manager
Finance

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. Degree programs include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component to the program.

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

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:

No

Which of the following best describes the sustainability learning outcomes?:

A list of the institution level sustainability learning outcomes:

Total number of graduates from degree programs:

642

Number of graduates from degree programs that require an understanding of the concept of sustainability:

158

A brief description of how the figure above was determined:

The Integrated Postsecondary Education Data System (IPEDS)" survey for 2018-2019 available at

<

<http://nces.ed.gov/collegenavigator/?q=Lafayette+College&s=all&id=213385>

>

A list of degree programs that require an understanding of the concept of sustainability:

Chemical Engineering- Students will demonstrate professional responsibility, addressing economic, sustainability, and environmental considerations in the solution of engineering problems in both local and global settings.

CHE 222: Students will learn how to calculate how much heat is sent to the environment for every degree we cool our house with an air conditioner

Civil Engineering- Students will demonstrate professional responsibility, addressing social, cultural, economic, sustainability, and environmental considerations in the solution of engineering problems in both local and global settings.

CE 351: Students will understand the concept of sustainability within a water resources engineering context

Electrical and Computer Engineering- Students will develop an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

Engineering Studies- Students will demonstrate professional responsibility, in terms of social, cultural, economic, and environmental sustainability in the solution of engineering problems in both local and global settings;

Environmental Studies- Students will integrate and apply perspectives from across the natural sciences, social sciences, and the humanities in the context of complex environmental problems.

Environmental Science- Students will identify the complex relationships between scientific approaches to environmental issues and political, social, economic, and ethical perspectives on the environment.

Mechanical Engineering-Students will have the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

ME 478: Students will learn how feedback control is used in automobile engines to reduce pollution and fuel consumption. Low power microprocessors are widely used to monitor electric power consumption. Hybrid vehicles depend upon controllers to function.

Spanish 211- Students will focus on environmental/socio-economic sustainability of mining in Crucitas, Costa Rica and determine whether tourism is good or bad for specific Latin American countries (Cuba, Perú, Costa Rica, México).

Documentation supporting the figure reported above (upload):

Do the figures reported above cover one, two, or three academic years?:

One

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:

24.61

Website URL where information about the sustainability learning outcomes is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data from 2018-2019 academic year

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	Julia Nicodemus Assistant Professor Engineering Studies

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree, or certificate program) for undergraduate students
- AND/OR
- Undergraduate-level, sustainability-focused minor or concentration (e.g., a concentration on sustainable business within a business major).

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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

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

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

Yes

Name of the sustainability-focused undergraduate degree program:

Environmental Science Major

A brief description of the undergraduate degree program:

The impact of humans on our environment is working its way to the forefront of national and international concerns. Scientists are beginning to grasp the complex interaction of natural phenomena and human activity. Lafayette takes an interdisciplinary approach to environmental concerns. Student learn environmental fundamentals in a number of departments, then progress through more intensive and specialized courses.

Website URL for the undergraduate degree program:

<http://environment.lafayette.edu/>

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

Geology and Environmental Geosciences Major

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

Geology is the study of earth and its history. The curriculum and the interests of the faculty span a wide range of topics from sedimentology, paleobiology, climate change, and geomorphology to geophysics, geochemistry, and earth materials. Field and laboratory work are integral parts of the curriculum and many opportunities exist for cooperative student-faculty research.

Website URL for the undergraduate degree program (2nd program):

<http://geology.lafayette.edu/>

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

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

Website URL for the undergraduate degree program (3rd program):

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

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

Yes

Name of the sustainability-focused undergraduate minor or concentration:

Environmental Science Minor

A brief description of the undergraduate minor or concentration:

The Environmental Science Minor is an interdisciplinary program designed to serve science and engineering majors, as well as students of other disciplines interested in environmental careers or environmental matters.

Website URL for the undergraduate minor or concentration:

<http://environment.lafayette.edu/academia/environmental-science-minor/>

Name of the sustainability-focused undergraduate minor or concentration (2nd program):

Geology Minor

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

Geology is the study of earth and its history. The curriculum and the interests of the faculty span a wide range of topics from sedimentology, paleobiology, climate change, and geomorphology to geophysics, geochemistry, and earth materials. Field and laboratory work are integral parts of the curriculum and many opportunities exist for cooperative student-faculty research. The minor has less requirements than the major, only 5 Geology classes.

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

<http://geology.lafayette.edu/>

Name of the sustainability-focused undergraduate minor or concentration (3rd program):

International Affairs Global Environmental Studies Theme

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

Environmental Studies is one of the themes an international affairs major can take on. This program addresses the mechanisms of economic growth, technological innovation, and environmental sustainability.

Website URL for the undergraduate minor or concentration (3rd program):

<https://internationalaffairs.lafayette.edu/program/>

The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:

Aging Studies minor: The aging studies minor provides opportunities for students to learn about the dynamic, interdisciplinary field of gerontology/aging studies and prepares them to make contributions to the improvement of the aging experience in society. This minor contributes to social sustainability.

<http://www.lafayette.edu/academics/departments-and-programs/aging-studies-minor/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This information was gathered in two ways. The first consisted of an overview of the departments and department descriptions online. The second consisted of a survey sent out to all faculty asking whether or not their department had a minor program/concentration that focused on sustainability.

Graduate Program

Responsible Party

Jamila Bookwala

Dean of Faculty and Professor of Psychology
Provost Office

Criteria

Institution offers at least one:

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

AND/OR

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

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Score

2.00 / 2.00

Responsible Party

Arthur Kney

Professor and Director of the Center for Community Engagement
Academic - Civil Engineering

Criteria

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

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See the Credit Example in the STARS Technical Manual for further guidance.

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

Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:

Yes

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

1) Lafayette College Career Services offers many opportunities for learning about sustainability. They provide shadowing opportunities at places such as:

The Nurture Nature Center (a center for community learning about local environmental risks)

TRC Environmental Corporation (working on environmental remediation)

Natural Systems Utilities (observing the solving of the industry's environmental problems)

TetraTech (working for the US EPA on policy and regulatory support issues regarding nitrogen and phosphorus pollution, dissolved oxygen problems in coastal waters)

UMASS Amherst with a PhD Candidate (NSF IGERT Fellow) whose research focuses on offshore wind energy; issues involving the foundation and support structure of offshore wind turbines

O'Brien & Gere "environmental consulting firm, with a focus on compliance with environmental regulations and remediation

Solar Products, Inc (working on the manufacture of infrared heating systems)

The Interim Executive Director of Career Service at Lafayette College is Nanette Cooley.

2) Engineers Without Borders

Lafayette's chapter of Engineers Without Borders, advised by Anne Raich, is a program where Lafayette students design and implement sustainable engineering projects abroad. Their most recent trip, in August 2012, was to La Fortuna, where Lafayette students engaged the community to help in an environmentally focused project. They took water samples in order to identify problems with water filtration, and examined the water pipeline, in order to determine where any leaks were located.

3) Interim Trips Abroad

The winter Interim 2015 trip to New Zealand, taught by Arthur Kney and Dru Germanoski, explored the interdisciplinary nature of environmental science through scientific observation/data collection, discussion, and readings. The course intended to demonstrate connections between Environmental Engineering and the Natural Sciences resulting in knowledge and skills needed to better understand and communicate issues impacting our global community.

4) Alternative School Break Service Trip

In January 2013, an Alternative School Break trip went to Finca La Gran Vista in Costa Rica where they

focused on sustainable agriculture. The project's aim was to spread awareness of environmentally sustainable agricultural methods to other farmers in the region. It is intended to provide an example for other farms of how to successfully implement organic farming, soil regeneration and conservation, natural herbicides, natural pesticides and enhancement of the natural environment. The trip was overseen by Justin Heines and Josh Smith.

Website URL where information about the institution's immersive education programs is available:

<http://www.lagranvista.com/projectoverview.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Other URLs with relevant information include:

<http://sites.lafayette.edu/ewb/>

<http://interim.lafayette.edu/programs/new-zealand-2015/>

Sustainability Literacy Assessment

Score

0.00 / 4.00

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.

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

Incentives for Developing Courses

Score

0.00 / 2.00

Responsible Party

Jamila Bookwala

Dean of Faculty and Professor of Psychology
Provost Office

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :

No

A brief description of the incentive program(s):

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

Website URL where information about the incentives for developing sustainability course content is available:

Additional documentation to support the submission:

Campus as a Living Laboratory

Score

4.00 / 4.00

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability. The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

Projects that utilize the local community as a living laboratory to advance sustainability may be included under Public Engagement. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

EVST 400 capstone courses in Fall 2017 and Fall 2019 involved hands on student engagement with our campus with a sustainability themed focus. In 2017 we focused on Envisioning the Future of LaFarm. In 2019 we focused on supporting the STARS report and exploring how implementing the Climate Action Plan 2.0 could engage a broader sector of our campus community.

EVST 230 and EVST 310 participates in the Connected Classrooms initiative, which is community/public engagement involving water and climate change lessons. Also, EVST 215 Environmental Policy course conducts a campus-wide student survey on Lafayette's policies regarding air and climate, buildings, energy, food and farm, water, biodiversity (and grounds), transportation, waste, and water.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

ES 101 2017 and 2018 (Introduction to Engineering) Half semester project (teams of 4 students): First-year engineering students were tasked with developing a conceptual design for a campus trail system to serve members of the college and Easton communities. Students conducted interviews, fieldwork, geospatial analysis, and engineering analysis to develop their designs.

Fall 2018 Sustainable Solutions course assisted Easton in developing its vulnerability assessment that outlines the city's susceptibility to effects of climate change.

<https://news.lafayette.edu/2019/01/30/lafayette-study-helps-easton-understand-its-climate-change-e-vulnerabilities/>

The college has numerous Community Based Learning classes that fit this criteria as well.

<https://news.lafayette.edu/tag/community-based-learning/>

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

EGRS 451 (Fall 2018) worked on a project assessing the feasibility of implementing green roofs in Easton.

<https://sites.lafayette.edu/egrs451-fa18/green-roofs/>

EVST 230 and EVST 310 participates in the Connected Classrooms initiative, which is community/public engagement involving water and climate change lessons. Also, EVST 215 Environmental Policy course conducts a campus-wide student survey on Lafayette's policies regarding air and climate, buildings, energy, food and farm, water, biodiversity (and grounds), transportation, waste, and water.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

Professor Brandes in CE and Prof Butler in Biology worked with several students to assess the extent of bird kills on campus due to collisions with reflective window glass. As a result, retrofits were applied to Hugel Science Center and to the Williams Visual Arts Building, and bird-safe glass was used in the construction of the new Rockwell Integrated Science Center. A retrofit project for Skillman Library is in process. A refereed journal paper resulted from this work.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

EGRS 451 (Fall 2017) completed a feasibility study of whether or not Lafayette College should move forward with researching the implementation of solar panels on the rooftops of buildings on campus.

<https://sites.lafayette.edu/egrs451-fa17/solar-audit/>

EGRS 451 (Fall 2016) completed a Combined Heat and Power for Lafayette College Report that the College used to guide its next steps for energy efficiency.

<https://sites.lafayette.edu/egrs451-fa16/chp/>

EGRS 451 (Fall 2018) created a Feasibility Report of Microgrids at Lafayette College.

<https://sites.lafayette.edu/egrs451-fa18/microgrids/introduction-mg/>

CE 203 2018 and 2019 (Envisioning a Sustainable Future) Semester Project (teams of 4 students from a range of majors and rank): Students performed research, data collection, and analysis to develop a poster and oral presentation of their findings from their Energy Use in Kirby Sports Center study.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

Students from a variety of majors in INDS 330 Grand Challenges Seminar worked in teams to research, design, purchase, and construct a solar-powered vegetable wash station at LaFarm.

EVST 400 capstone courses in Fall 2017 involved hands on student engagement with our campus with a sustainability themed focus. In 2017 we focused on Envisioning the Future of LaFarm (our campus farm and community garden).

CE 203 2018 and 2019 (Envisioning a Sustainable Future) Semester Project (teams of 4 students from a range of majors and rank): Students performed research, data collection, and analysis to develop a poster and oral presentation of their findings from their Food Access in the West Ward (food desert in Easton) study.

CE 203 2018 and 2019 (Envisioning a Sustainable Future) Semester Project (teams of 4 students from a range of majors and rank): Students performed research, data collection, and analysis to develop a poster and oral presentation of their findings from their Sustainable Food Practices at Lafayette College study.

Govt231: Global Environmental Politics includes a 15-page research paper. In the past years, every year some students have selected as their focus local food (La Farm) and/or water quality (Bushkill, Take back the Tap) analysis, placing these PA and US data in global comparative perspectives.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

BIOL 224: Students worked with the campus sustainability director, Marie Fechik-Kirk, Prof. David Brandes, and Donna Kneule in Communications to create signs for two campus locations featuring plants (i.e., a bioretention area and a pollinator garden).

Students in EVST 400 (Spring 2018) planted native perennials in a vegetated swale adjacent to LaFarm.

Students in EVST 400 Capstone (Fall 2018) researched and drafted a Sustainable Campus Landscaping Policy considering the support of local ecology using native plants, minimizing chemical use on campus, and conserving water used in landscaping. Their report was forwarded to the Office of Sustainability.

Students in EVST 400 Capstone (Spring 2019) developed a Bushkill Creek restoration plan for property owned by the College along Bushkill Creek. The project would be implemented upon removal of Dam 1 owned by the College. Students worked in teams on three aspects of the project: Site Concept Plan, Ecological Restoration, and Communications/Website.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

CE 203 2018 and 2019 (Envisioning a Sustainable Future) Semester Project (teams of 4 students from a range of majors and rank): Students performed research, data collection, and analysis to develop a poster and oral presentation of their findings from their Impact of fashion choices - Impact per wear study.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

EVST 230 and EVST 310 participates in the Connected Classrooms initiative, which is community/public engagement involving water and climate change lessons. Also, EVST 215 Environmental Policy course conducts a campus-wide student survey on Lafayette's policies regarding air and climate, buildings, energy, food and farm, water, biodiversity (and grounds), transportation, waste, and water.

CE 203 2018 and 2019 (Envisioning a Sustainable Future) Semester Project (teams of 4 students from a range of majors and rank): Students performed research, data collection, and analysis to develop a poster and oral presentation of their findings from their Sustainable Campus Parking study.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

EGRS 451 (Fall 2017) students mapped the life cycle of electronic waste and its impacts at Lafayette.

<https://sites.lafayette.edu/egrs451-fa17/e-lifecycle/>

EVST 373 (Spring 2018) used predictions of the year 2040 without food waste to envision a better, more flourishing, and healthier world in the future.

<https://sites.lafayette.edu/egrs-evst373-sp18/no-more-food-waste/>

As part of the ECON 340 Environmental and Resource Economics class in spring of 2019 and fall of 2019, taught by Hongxing Liu, in total 44 students worked on their individual projects covering a range of topics on Lafayette campus, such as food waste composting, having a pollinator garden on campus, recycling clothes.

Senior Honors Thesis (Rebecca Blocker CE '20). Rebecca is working on a project for AeroAggregates, the only large-scale manufacturer of recycled foamed glass aggregate in North America. This material has a variety of uses in civil infrastructure, including as base material for the green roof at Rockwell Integrated Sciences Center. Rebecca is performing laboratory tests to evaluate the strength of foamed glass and is developing a unique test to measure in-place density.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

Students from a variety of majors in INDS 330 Grand Challenges Seminar worked in teams to research, design, purchase, and construct a solar-powered vegetable wash station at LaFarm.

Students in CE 423 Water Quality (Spring 2016) designed a stormwater bioretention area and rain garden at Fisher Quad. Components included hydrological assessment, plant selection, and monitoring and maintenance. The project was later built with funding obtained by Professor Brandes from the Lehigh Valley Greenways Initiative and Lehigh Gap Nature Center's Landscaping for Communities and Wildlife Program. Students in Prof Armstrong's course also developed signage for the project.

EVST 373 (Spring 2018) used predictions of the year 2040 without water waste to envision a better, more flourishing, and healthier world in the future.

<https://sites.lafayette.edu/egrs-evst373-sp18/water-re-use/>

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

As part of the ECON 408 Cost-benefit Analysis class in fall of 2018 and fall of 2019, taught by Hongxing Liu, in total 27 students worked on their individual projects covering a range of topics on Lafayette campus to promote sustainability and accessibility, such as buying more local food, involving Easton students with LaFarm, renovating Simon center.

CE 203 2018 and 2019 (Envisioning a Sustainable Future) Semester Project (teams of 4 students from a range of majors and rank): Students performed research, data collection, and analysis to develop a poster and oral presentation of their findings from their smart growth along Bushkill Drive study.

CE 203 2018 and 2019 (Envisioning a Sustainable Future) Semester Project (teams of 4 students from a range of majors and rank): Students performed research, data collection, and analysis to develop a poster and oral presentation of their findings from their Land Preservation Versus Development in the Lehigh Valley study.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

In EGRS 152 during the Spring of 2018 and EGRS 352 in the Spring of 2019, the classes worked through the Landis Center's Connected Communities program to teach 3rd graders about climate change, its relationship to energy use, and how they use and could use less energy in their lives. The program reaches out to the schools in Easton School District with the lowest incomes and highest percentages of minority students in order to help a wide range of Easton students envision themselves in college.

As part of the ECON 408 Cost-benefit Analysis class in fall of 2018 and fall of 2019, taught by Hongxing Liu, in total 27 students worked on their individual projects covering a range of topics on Lafayette campus to promote sustainability and accessibility, such as buying more local food, involving Easton students with LaFarm, renovating Simon center.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

As part of the ECON 408 Cost-benefit Analysis class in fall of 2018 and fall of 2019, taught by Hongxing Liu, in total 27 students worked on their individual projects covering a range of topics on Lafayette campus to promote sustainability and accessibility, such as buying more local food, involving Easton students with LaFarm, renovating Simon center.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

Website URL where information about the institution's living laboratory program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The classes and projects listed above are individual examples, but they do not even begin to represent an exhaustive list.

Research

Points Claimed 11.92

Points Available 18.00

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

Credit	Points
Research and Scholarship	8.59 / 12.00
Support for Sustainability Research	2.00 / 4.00
Open Access to Research	1.33 / 2.00

Research and Scholarship

Score	Responsible Party
8.59 / 12.00	Nick DeSalvo Energy Manager Finance

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one employee who conducts sustainability research.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

Total number of employees that conduct research:

150

Number of employees engaged in sustainability research:

23

Percentage of employees that conduct research that are engaged in sustainability research:

15.33

Total number of academic departments that include at least one employee who conducts research:

37

Number of academic departments that include at least one employee who conducts sustainability research:

12

Percentage of departments that conduct research that are engaged in sustainability research:

32.43

A copy of the inventory of the institution's sustainability research (upload):

Inventory of the institution's sustainability research:

Wendy Wilson-Fall- Africana Studies

Works on themes of identity, culture, local histories and social space

Edward Kerns- Art

Painting, drawing, and two-dimensional design.

Megan Rothenberger- Biology

A combination of modeling approaches and field experiments to advance understanding about the impacts of human activity on aquatic ecosystems

James Dearworth- Biology

Explores the development, structure, and behavioral consequences of the nervous system

Nancy Waters- Biology

Employ field, laboratory and analytical approaches to understand physiological adaptations to environmental changes in freshwater ecosystems

Lindsay Soh- Chemical Engineering

Research focuses on the use of biomass based feedstocks for the reduced impact production of biodiesel and products.

Arthur Kney- Civil Engineering

Water quality issues, fate and transport of nutrients in the environment, ion exchange materials to remove contaminants from wastewater, fate and transport of endocrine disrupting compounds, developing sustainable approaches to water and wastewater treatment in developing countries

Michael McGuire- Civil Engineering

Application of aggregate made from recycled glass in improving campus infrastructure

David Brandes- Civil Engineering

Modeling the dynamics of hill slope/watershed runoff and baseflow response, relating baseflow to measurable hydrogeomorphic properties of watersheds, the effect of urbanization on stream flow regimes, mathematical modeling of raptor migration

Hongxing Liu- Economics

The optimal balance of socio-environmental system, where I use non-market valuation and dynamic optimal control models to manage tradeoffs between economic decisions and ecosystem services.

Rexford Ahene- Economics

Land policy in Africa, economic development, urban economics and public policy, real estate and international business

Kristen Sanford- Engineering Studies

Agent-based modeling as a tool for improving infrastructure/asset management, sustainability of transportation systems

David Veshosky- Engineering Studies

Research focuses on sustainable development. Studied the carbon footprint of the Lower 9th Ward (L9W) in New Orleans and analyze sustainable development alternatives. Also supervised teams of students who entered sustainable design competitions organized by the New York City chapter of the U.S. Green Building Council. Both years, Lafayette students took top honors among all undergraduates in the competition.

Benjamin Cohen- Engineering Studies

History of science, technology, and the environment; food and agrarian studies; environmental studies; engineering ethics; environmental justice

Julia Nicodemus- Engineering Studies

Fuel production using concentrated solar thermal energy; efficiencies and economics solar thermal processes; long-term storage of solar thermal energy for buildings applications

Sarah Dimick-Environmental Studies and Science

Global Anglophone literatures, environmental futurisms, environmental justice, postcolonial and decolonial theory, petroaesthetics, creative writing

Kira Lawrence-Geology and Environmental Geosciences

Paleoclimatology and Paleoceanography; Earth Systems History; Influence of Milankovich Cycles on Late Cenozoic Climate; Glaciation of the Northern Hemisphere

Il Hyun Cho- Government and Law

international relations theory, global governance, security studies, nuclear proliferation, energy politics, environmental politics

Katalin Fabian- Government and Law

Centers on women's activism in the post-communist countries and their organizations participate in the new democracies

Robert Root- Mathematics

Specializes in physiological models incorporating differential equations, numerical analysis, statistics, and image processing which are useful in a variety of biological inquiries. Rob is also interested in pedagogical issues involving experiential learning

Amy Van Asselt- Mechanical Engineering

Strategies to increase the use of renewable energy sources that are inherently intermittent and weather-dependent to power air conditioning systems and relieve stressed electricity delivery systems during times of high demand

Jamila Bookwala- Psychology

Gerontology; social and relational processes related to mid- and late-life development; links between marriage and health in the mature years; family caregiving; gender differences in health and aging; the marital and health impact of family caregiving; chronic illness in the context of marriage in late life; gender issues related to body weight

Camille Qualtere- Spanish

Research interests include language pedagogy, bilingual education, second language acquisition and issues related to equitable access to education and Universal Design of Instruction.

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

Researched individual faculty research pages to determine which research could be considered "sustainability" following the guidelines in the STARS Technical Manual.

Website URL where information about the institution's sustainability research is available:

Additional documentation to support the submission:

Support for Sustainability Research

Score	Responsible Party
2.00 / 4.00	John Meier Dean of Curriculum and Resources Office of the Provost

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
 - An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
 - Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.
-

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

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research?:

No

A brief description of the student sustainability research program:

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:

No

A brief description of the faculty sustainability research program:

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

Yes

A copy of the promotion or tenure guidelines or policies:

The promotion or tenure guidelines or policies:

Each department at Lafayette has scholarship guidelines that outline procedure for tenure review. The following are departments which state in their scholarship guidelines that they give positive recognition to multidisciplinary research during faculty tenure decisions. The relevant guidelines are also listed.

Africana Studies- In considering candidates for tenure and promotion, the Africana Studies Program recognizes the interdisciplinary nature of the field of Africana Studies. We affirm that interdisciplinarity has been a foundational aspect of Africana Studies and that such scholarship contributes to the strength and vigor of Africana Studies research, scholarship and teaching.

Anthropology and Sociology- the department values publications in refereed journals in each discipline (e.g., Cultural Anthropology, Social Problems, Symbolic Interaction) as well as in refereed multidisciplinary journals (e.g. African Identities, Journal of Mediterranean Studies, Journal of Poverty, Society and Natural Resources).

Electrical and Computer Engineering- It is expected that the primary focus of a faculty member's research will fall within a recognized sub-discipline of ECE. However, interdisciplinary research and engineering and education research that complement this primary focus can be a valuable component of a faculty member's scholarly portfolio.

Environmental Studies: The Program values publications related to environmental topics broadly construed (urban/rural planning, environmental law, environmental ethics, environmental health, etc.) in refereed journals reaching disciplinary and multidisciplinary audiences (e.g., Society and Natural Resources, Global Environmental Change, Journal of Environmental Planning and Management, Journal of Environmental Management, Journal of Political Ecology).

Film and Media Studies: As an interdisciplinary field, it is common for scholarly work in FAMS to move beyond and between established disciplinary boundaries-this fact is desirable and must be taken into account when identifying peer reviewers.

Foreign Languages and Literatures: We also recognize that interdisciplinary research contributes to the vitality of scholarship, curricular development and teaching in the discipline.

Music: Specific examples of significant scholarship in music might include interdisciplinary and/or collaborative research.

Women and Gender Studies: We recognize that interdisciplinary scholarship contributes substantially to the vitality of women's and gender studies scholarship and teaching.

Does the institution have ongoing library support for sustainability research and learning?:

Yes

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

The Lafayette College Library has a strong collection of environmental and sustainability books, journals, databases and streaming movies. Librarians at Lafayette work closely with faculty in geology, environmental studies, biology and engineering on providing information literacy support for courses that focus on sustainability. This can be as basic as teaching a session on how to find environmental and sustainability resources or go much further with the librarian embedded in the course. Embedded librarians work with faculty in course design, including selecting many of the readings. The librarian also attends class meetings, interacts with the students, runs the library sessions and meets with all the students individually to go over their research paper proposals and bibliographies to help them refine their topic for their paper. Surveys have demonstrated that a librarian's involvement in the course improved students' ability to locate, use and evaluate relevant information.

Website URL where information about the institution's support for sustainability research is available:

Additional documentation to support the submission:

Open Access to Research

Score

1.33 / 2.00

Responsible Party

Terese Heidenwolf

Director of Research and Instructional Services
Skillman Library

Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

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

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

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:

Yes

Website URL where the open access repository is available:

<https://ldr.lafayette.edu/>

A brief description of the open access repository:

A digital archive designed to store and provide access to digital scholarly, administrative, and archival resources on behalf of the Lafayette College community. Contains over 7,000 items, including over 1,700 scholarly publications by faculty

Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:

Yes

A copy of the institution's open access policy:

The institution's open access policy:

On April 5, 2011, the Lafayette Faculty adopted the following resolution in support of open access: The Faculty of Lafayette College is committed to disseminating the fruits of its research and scholarship as widely as possible. Each faculty member grants to Lafayette College permission to make available his or her scholarly articles in the College's institutional repository as allowed by copyright agreements. This resolution applies to all scholarly articles authored or co-authored while the person is a member of the Faculty except for any articles completed before the adoption of this resolution and any articles for which the faculty member entered into an incompatible licensing or assignment agreement before the adoption of this resolution. The Provost or the Provost's designate will waive application of the resolution for a particular article or for all articles by a particular author upon written request by a faculty member.

Faculty members are encouraged to reserve their rights under copyright to allow the College to provide open access to as many scholarly articles as possible. Faculty members are further encouraged to provide an electronic version of their scholarly articles to the Library as of the date of publication for deposit in the Lafayette Digital Repository.

The Provost's Office, in consultation with the Library Advisory Committee, is responsible for interpreting this resolution, resolving any disputes concerning its interpretation and application, and recommending changes to the Faculty. Library staff are responsible for checking publishers' policies and depositing articles in the repository. The resolution is effective at the start of the 2011-12 academic year and will be reviewed at the end of the 2014-15 academic year by the Library Advisory Committee, with a report to the Faculty in fall of 2015.

Does the policy cover the entire institution? :

Yes

Does the institution provide an open access article processing charge (APC) fund for employees?:

No

A brief description of the open access APC fund:

Not a dedicated fund, but faculty regularly successfully apply to the Academic Research Committee for funding for APCs.

Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:

No

A brief description of the open access journal hosting services:

Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:

Website URL where information about the institution's support for open access is available:

<https://library.lafayette.edu/open-access/>

Additional documentation to support the submission:

Engagement

Campus Engagement

Points Claimed 13.19

Points Available 21.00

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 help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	2.59 / 4.00
Student Orientation	2.00 / 2.00
Student Life	1.75 / 2.00
Outreach Materials and Publications	1.60 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.25 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	0.00 / 2.00

Student Educators Program

Score

2.59 / 4.00

Responsible Party

Kendall Roberson

Sustainability Fellow
Office of Sustainability

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

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

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

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

Number of students enrolled for credit:

2,691

Total number of students served by a peer-to-peer sustainability outreach and education program:

1,200

Percentage of students served by a peer-to-peer sustainability outreach and education program:

44.59

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

EcoReps

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

The Lafayette College EcoReps, overseen by Kendall Roberson, serve as sustainability ambassadors on and off campus. EcoReps provide a presence in the residential community who encourages the residents to lead sustainable lifestyles, outreach to students about sustainability and environmentalism on campus via social media, RA programming, and personal connections, work in groups to complete self-designed sustainability projects for the campus, and coordinate and plan campus-wide initiatives & events (i.e. Earth Week, Campus Sustainability Month, Green Move Out, etc.) An example of an activity the EcoReps have done is "Students and Sustainable Living" talk series. Starting in 2018, EcoReps have led a discussion about how students can live more sustainably on campus followed by Q&A and a fun activity. Also in 2018, EcoReps debuted a "Greeks Go Green" Energy Reduction competition that encouraged Greek houses on campus to reduce their electricity usage during Earth month.

A brief description of the student educators program's target audience (1st program):

Student body, specifically underclassmen.

Number of trained student educators (1st program):

15

Number of weeks the student educators program is active annually (1st program):

34

Average or expected number of hours worked weekly per trained student educator (1st program):

2

Total number of hours worked annually by trained student educators (1st program):

1,020

Website URL where information about the student educators program is available (1st program):

<https://sustainability.lafayette.edu/aboutus/ecoreps/>

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

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

A brief description of the student educators program's target audience (2nd program):

Number of trained student educators (2nd program):

Number of weeks the student educators program is active annually (2nd program):

Average or expected number of hours worked weekly per trained student educator (2nd program):

Total number of hours worked annually by trained student educators (2nd program):

Website URL where information about the student educators program is available (2nd program):

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

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

A brief description of the student educators program's target audience (3rd program):

Number of trained student educators (3rd program):

Number of weeks the student educators program is active annually (3rd program):

Average or expected number of hours worked weekly per trained student educator (3rd program):

Total number of hours worked annually by trained student educators (3rd program):

Website URL where information about the student educators program is available (3rd program):

A brief description of all other student peer-to-peer sustainability outreach and education programs:

Number of trained student educators (all other programs):

Number of weeks, on average, the student educators programs are active annually (all other programs):

Average or expected number of hours worked weekly per student educator (all other programs) :

Total number of hours worked annually by trained student educators (all other programs):

Grand total number of hours worked annually by trained student sustainability educators (all programs):

1,020

Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:

0.85

Website URL where information about the student sustainability educators programs is available:

<https://sustainability.lafayette.edu/aboutus/ecoreps/>

Additional documentation to support the submission:

Student Orientation

Score	Responsible Party
2.00 / 2.00	Riley Godshall Campus Life Fellow Campus Life

Criteria

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

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

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

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?:

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	N/A - institution does not have graduate students

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

100

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

Lafayette strives to incorporate sustainability into the Orientation Program. In 2018 before Orientation began, all Orientation Leaders went through a sustainability training which teaches them important aspects of creating a sustainable planet, which includes important terminology in understanding the anthropogenic causes to global warming. They also visited the community garden, LaFarm, to promote engagement with their first-year students. First year students participated in several activities as part of the ongoing orientation activities. The program included a "zero waste" Family picnic, providing food from LaFarm, to help students understand the Food Loop that they are part of. LaFill will be a waste collection activity that will educate first year students (who live together in dorms) about their waste creation relative to other dorms. There is also Green Move -In which helps incoming students dispose of their moving material in a sustainable fashion, such as their cardboard or styrofoam items. Students were also given reusable water bottles to promote ongoing sustainability efforts around campus. These activities are supported by the first year experience staff and student mentors.

Website URL where information about sustainability in student orientation is available:

<http://fye.lafayette.edu/orientation/>

Additional documentation to support the submission:

Student Life

Score

1.75 / 2.00

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

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

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

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

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

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

Yes

Name and a brief description of the active student groups focused on sustainability:

Society of Environmental Engineers and Scientists (SEES)- SEES, advised by Arthur Kney, is an organization with three main goals. First, S.E.E.S. provides a learning experience for interested students in the related fields of environmental science and engineering. Second, S.E.E.S. conducts research to

help solve current environmental science and engineering problems. Third, S.E.E.S. seeks to promote environmental sustainability through community outreach and partnerships.

Lafayette Environmental Awareness and Protection (LEAP)- LEAP, advised by Katalin Fabian, is Lafayette College's student environmental advocacy group. They are dedicated to making Lafayette a more sustainable institution and decreasing its ecological footprint. They are composed of students from all class years and all majors, and take advantage of our variety of perspectives to address a multitude of environmental concerns at Lafayette.

The Lafayette Food and Farm Cooperative (LAFFCO) is a student organization that works to increase involvement and knowledge of our food and agricultural system. It also serves as the student branch of LaFarm.

LEAP (Lafayette Environmental Awareness and Protection) club promotes environmental initiatives and hosts sustainability related events on campus. LEAP organizes events like community clean ups and recycled paper making to foster community for passionate environmental students.

TBTT (Take Back the Tap) is a club devoted to banning single use plastics on campus. TBTT promotes reusable water bottle use and water refill stations. In 2018, they built several plastic cup pyramids displaying how many plastic cups are used everyday in certain dining halls.

More information:

<https://sustainability.lafayette.edu/aboutus/student-organizations/>

Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

LaFarm, run by Lisa Miskelly, is one of several sustainability initiatives at Lafayette. LaFarm Community Garden & Working Farm is a site for teaching, research, outreach, growing healthy food and building community. Our daily work and our long term goals aim to build an understanding of the critical role of food and farming in environmental stewardship.

More information:

<https://garden.lafayette.edu/>

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:

No

A brief description of the student-run enterprises:

Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:

No

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

Has the institution hosted a conference, speaker series, symposium, or similar event

focused on sustainability during the previous three years that had students as the intended audience?:

Yes

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:

In 2018, Lafayette hosted Michael Mann as the Jones Lecture Earth Month Speaker. Mann presented to over 300 students in attendance on the impacts of climate change and the importance of civic action.

Also in 2018, Lafayette hosted the LVAIC Campus Sustainability Conference featuring workshops, presentations, and poster sessions focused on sustainability.

<https://calendar.lafayette.edu/node/28096>

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:

Yes

A brief description of the cultural arts events, installations, or performances focused on sustainability:

"How We See" (April 2017) is an installation art project conceived and created by six Lafayette College art and science students, led by Visiting Artist Julia Buntaine. Located in the Williams Visual Arts Center Ahart Plaza, this installation explores the phenomenon and mechanisms of sight through an exploratory environment. The structure of the installation takes direct inspiration from the anatomy and biology of the visual system, and highlights visual experiences such as color perception, optical illusions, and the pairing of meaning to content in a visual scene. More information:

<https://calendar.lafayette.edu/node/23557>

Lafayette hosted world-famous environmental artist, Christo, the 2018 Grossman Visiting Artist. Christo gave a talk about his work with his late wife, Jeanne Claude. For more information about their works, please see

<http://christojeanneclaude.net/>

. More information about the event:

<https://calendar.lafayette.edu/node/31123>

In April of 2018, Lafayette hosted "An Inconvenient Sequel" film screening. More information here:

<https://calendar.lafayette.edu/node/31954>

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:

Yes

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

The Lafayette Outdoors Society (LOSt) is an organization that introduces students to the great outdoor recreation activities that the Easton area has to offer. Events include hiking/Camping, rock climbing, kayaking, cycling and running. LOSt follows Leave No Trace principles. The faculty advisor for LOSt is Cliff Reiter.

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:

No

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

Does the institution have a program through which students can learn sustainable life skills?:

Yes

A brief description of the programs through which students can learn sustainable life skills:

The TREEHouse special interest living group is located on in an off campus house that is still college-owned. The purpose of the living group is to establish a low-impact, environmentally-conscious culture. The members of the TREEhouse all live together, trying to be models of recycling, efficiency, and conservation - employing human ingenuity, innovativeness and resourcefulness to establish a virtually waste-less and environmentally friendly community. The members of the group help to develop a campus-wide consciousness about preservation of the environment and the group serves as a pilot for new campus-wide environmental and energy policy. The TREEhouse was previously a interest floor located in a residence hall on campus. Three years ago it was disbanded for a year and has been an off campus living leaning community (LLC) for the past three years. Grace Reynolds, in Residence Life, has information regarding all of the LLC's.

Does the institution offer sustainability-focused student employment opportunities?:

Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

Through Lafayette's community garden, LaFarm, students work under Lisa Miskelly, the Farm Manager, to grow food using organic, small scale, sustainable practices and then help in selling that food both to our Dining Halls and at a market for students and staff on campus. This both involves hands on labor and logistical office work. More information:

<https://garden.lafayette.edu/lafarm-work-opportunities/>

EcoReps are also paid student employees through the Office of Sustainability to serve as peer-educators and sustainability ambassadors across campus. More information:

<https://sustainability.lafayette.edu/aboutus/ecoreps/>

Does the institution have a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

No

A brief description of the graduation pledge(s):

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

Additional documentation to support the submission:

Outreach Materials and Publications

Score

1.60 / 2.00

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.

"---" 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

Website URL for the central sustainability website:

<http://sustainability.lafayette.edu/>

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:

Yes

A brief description of the sustainability newsletter or social media platform:

Lafayette publishes an monthly sustainability newsletter highlighting upcoming events, campus initiatives, student research, and community happenings.

<https://mailchi.mp/cb1845ffb6a1/sustainableaugust-306482?fbclid=IwAR1yo4iedz3vbVu44Kqqfud5qf1UL>

[rScIj2-2j1dbpi2dlh-OftHKn3odjU](https://www.instagram.com/lafayettesustainability/)

Our instagram (@LafayetteSustainability) serves as an engaging resources primarily for students to ask questions, learn sustainability information, and connect with other students.

<https://www.instagram.com/lafayettesustainability/>

Our Facebook (LafayetteSustainability) serves as a news outlet primarily for faculty and alumni on sustainability information regarding student research, alumni engagement, and campus news.

<https://www.facebook.com/LafayetteSustainability>

Does the institution have signage that highlights sustainability features on campus?:

Yes

A brief description of the signage that highlights sustainability features on campus:

Lafayette's Grossman House, a LEED Certified building, has a GreenTouchscreen, through which viewers can read about tips to go green in their living environment and building info that highlights what constitutes a LEED building such as Grossman House. The GreenTouchscreen will also in the future monitor the electricity, domestic water, natural gas, and steam used in the building by year, month, week and day, so residents can monitor their usage and pinpoint areas of waste. More information:

<https://news.lafayette.edu/2013/01/07/grossman-house-provides-students-with-new-ways-to-look-at-the-world/>

There is also signage at the Pollinator Garden and Bioswale areas promoting biodiversity and native species plantings.

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

No

A brief description of the sustainability walking map or tour:

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

Yes

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

The Lafayette College Green Guide provides an overview of the recycling system, tips for saving water, outdoor opportunities in the area, ways to get involved, as introductory materials for students.

<https://sustainability.lafayette.edu/wp-content/uploads/sites/19/2016/09/Green-Guide-2016.pdf>

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

Lafayette has a sustainability annual report and brochure through which readers are informed about sustainability advancements on campus, active sustainability alumni, and green strategies used around campus. The Sustainability Director also consistently attends Board of Trustee meetings and provides initiative updates and milestones related to the Climate Action Plan.

Additional documentation to support the submission:

Outreach Campaign

Score

4.00 / 4.00

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Part 1. Student outreach campaign

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

Part 2. Employee outreach campaign

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

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

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?:

Yes

Name of the campaign:

Green Move Out

A brief description of the campaign:

Green Move Out, led by Kendall Roberson in the Office of Sustainability, is a campus-wide sustainability and community service effort where students recycle their unused or gently used household items by donating them to local organizations. Items are collected at the end of the year, when many students throw out things such as coats, clothing, books and school supplies.

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

In 2018, 10,000 pounds of items were collected and donated to various community organizations. The greatest percentage of items collected were clothing and home supplies, at 48%.

Name of the campaign (2nd campaign):

Earth Week

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

Every year, Lafayette puts hosts many speakers and events with a focus on the environment and sustainability, in order to celebrate Earth Week. These events are directed at both students and

employees, and meant to educate about environmental activism and to celebrate such activism. The events are sponsored by student organizations and departments including LEAP, Alternative School Break Club, Biology Department, Health and Life Sciences Program, Chemical and Biomolecular Engineering Department, and Mechanical Engineering Department.

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

Past Earth Week events have included talks about student trips to Costa Rica and their study of sustainable agriculture, day long Earth Day celebration (Earth Fest) including activities from a variety of different organizations showcasing the intersectionality of sustainability, talks from the Lehigh Valley Hunger Coalition about food justice and the Jones Lecture given by Michael Mann. The Environmental Studies and Science Department, headed by Dru Germanoski and Kira Lawrence, was part of Earth Week programming.

A brief description of other sustainability-related outreach campaigns:

The EcoReps encouraged greek life students to reduce energy consumption within their organization houses. They ran an outreach campaign to get students to turn out light while not in use, unplug electronics and chargers when they aren't needed, use cold water for laundry and shortening shower times. They gave out CFL lightbulbs in the house, to encourage students to install them in their rooms and therefore save more energy on lighting.

Lafayette Take Back The Tap is a student movement to reduce the bottle water consumption on campus. So far, students have been collecting pledges signatures for two semesters and are at around 700. The pledge states that the signer will work to use a reusable water bottle and work to reduce their use of plastic ones. They have also performed taste tests in which the majority have always chosen tap water as the one they prefer.

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	Responsible Party
0.25 / 1.00	Kendall Roberson Sustainability Fellow Office of Sustainability

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.

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

Does the institution conduct an assessment of sustainability culture?:

Yes

Which of the following best describes the cultural assessment? The assessment is administered to::

A subset of the campus community or a sample that may not be representative of the entire community

Which of the following best describes the structure of the cultural assessment? The assessment is administered::

Without a follow-up assessment of the same cohort or representative samples of the same population

A brief description of how and when the cultural assessment(s) were developed and/or adopted:

The cultural assessment was developed by the EVST 215 class of Spring 2019.

A copy or sample of the questions related to sustainability culture:

[EVST_215_Earth_Day_Survey_class_report_2019_1.pdf](#)

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

- How important to you are the topics listed below regarding the Lafayette College campus?
- How much do you support or oppose these current Lafayette College environmental policies?
- How much would you support or oppose these policies if used at Lafayette College?

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:

As a class, students constructed a survey instrument. The first question of the survey measured their sense of importance regarding the eight initiative areas. The second section asked students if they support or oppose current Lafayette College environmental policies, while the third section measured support or opposition regarding possible environmental policies that Lafayette could explore in the future. Finally, demographic information was collected at the end of the survey that included the students' class year, political party, involvement in environmental groups on campus, and if they believe sustainability is part of Lafayette's culture.

Students surveyed the student body by using the intercept method. They used this method over a two days span in different locations across campus to involve representative sample of our diverse student body in the fastest amount of time. The data collection locations were the following: Skillman Library, Farinon Atrium, Marquis Dining, Simons Café, Upper Farinon. To distribute the survey to Lafayette College students, each initiative area group was assigned to two different locations around campus for a thirty-minute shift where iPads or paper surveys were utilized to distribute the survey to students. In total, the students collected data for 8 hours. They gathered a total of 419 responses, which is roughly 16% of the current student body.

A brief summary of results from the cultural assessment:

The Lafayette community values water conservation and management and LaFarm is an important part of our campus sustainability efforts, one that students support. Lafayette students believe that most environmental initiative areas are 'very important'. Other than two initiative areas (biodiversity and ecology, transportation), more than 50% of respondents indicated that the environmental topic was "very important." Lafayette students overwhelmingly support current policies that reduce the college's greenhouse gas emissions (93.8% agree or strongly agree), meet building energy standards (93.2% agree or strongly agree), or encourage less energy use (90.9% agree or strongly agree). 66.7% of students said that they feel that sustainability is a part of Lafayette's campus culture and 33.3% responded no.

Website URL where information about the assessment of sustainability culture is available:

Additional documentation to support the submission:

[EVST_215_Earth_Day_Survey_class_report_2019_1.pdf](#)

Employee Educators Program

Score

0.00 / 3.00

Responsible Party

Kendall Roberson

Sustainability Fellow
Office of Sustainability

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);
- Provides formal training to the employee educators in how to conduct peer outreach; AND
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained employee educators (e.g., “green leaders”).

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the Employee Orientation and Staff Professional Development and Training credits.

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

Employee Orientation

Score

1.00 / 1.00

Responsible Party

Lisa Youngkin Rex

Director of Human Resources/Employment
Human Resources

Criteria

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

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

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

100

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

Sustainability practice on campus is described in general orientation. Website provided for additional information. Representatives from Public Safety Plant Ops and the Sustainability Committee, including Jeff Troxell, Public Safety Director and Delicia Nahman, Director of Sustainability, along with her staff provide more detailed information during 1st-year employee orientation, designed to provide a more in-depth review of the college's departments. These representatives talk about the College's master plan, operations and recycling procedures and give employees the resources that they need to find more information on these topics.

Website URL where information about sustainability in employee orientation is available:

<https://sustainability.lafayette.edu/>

Additional documentation to support the submission:

Staff Professional Development and Training

Score
0.00 / 2.00

Responsible Party

Criteria

Part 1. Availability of professional development and training in sustainability

Institution makes available professional development and training opportunities in sustainability to all non-academic staff at least once per year.

Part 2. Participation in professional development and training in sustainability

Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g., by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities include:

- Training to integrate sustainability knowledge and skills into the workplace;
- Lifelong learning and continuing education in sustainability; and/or
- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

Public Engagement

Points Claimed 7.98

Points Available 15.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 3.00
Continuing Education	Not Applicable
Community Service	2.31 / 5.00
Participation in Public Policy	0.67 / 2.00
Trademark Licensing	0.00 / 2.00

Community Partnerships

Score

3.00 / 3.00

Responsible Party

Arthur Kney

Professor and Director of the Center for Community Engagement
Academic - Civil Engineering

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

This credit is inclusive of partnerships with local and distant communities.

Community-based research and engaged scholarship around sustainability challenges may be included if it involves formal partnership(s). Although community service activities (e.g., academic service learning, co-curricular service learning and volunteer activities, Work-Study community service, and paid community service internships) may involve partnerships and contribute toward sustainability, they are covered in the Community Service credit and should not be included in this credit.

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

Name of the institution's formal community partnership to advance sustainability :

Urban Garden Initiative

Does the institution provide financial or material support for the partnership? :

Yes

Which of the following best describes the partnership timeframe?:

Multi-year or ongoing

Which of the following best describes the partnership?:

Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :

Yes

A brief description of the institution's formal community partnership to advance sustainability:

Lafayette students work alongside farmers in economically challenged areas of Easton to grow, harvest, and provide nutritious, locally-grown food produce to the community.

Name of the institution's formal community partnership to advance sustainability (2nd partnership):

Hunger Coalition

Does the institution provide financial or material support for the partnership? (2nd partnership):

Yes

Which of the following best describes the partnership timeframe? (2nd partnership):

Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (2nd partnership):

Sustainability-related

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):

Yes

A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):

Lafayette students work with the Easton Hunger Coalition to plan education events focused on food insufficiency and recovery at the College and in the Easton community. Students organize drives for local food banks and coordinate food sharing between pantries.

Name of the institution's formal community partnership to advance sustainability (3rd partnership):

Make a Difference Day and Lafapalooza

Does the institution provide financial or material support for the partnership? (3rd partnership):

Yes

Which of the following best describes the partnership timeframe? (3rd partnership):

Multi-year or ongoing

Which of the following best describes the partnership? (3rd partnership):

Sustainability-related

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):

Yes

A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):

Lafayette students work in teams twice a year, once in fall and once in spring, to close and open the area's urban gardens. Over time, the community partners have come to expect our students to be there to help during this important time.

A brief description of the institution's other community partnerships to advance sustainability:

Website URL where information about the institution's community partnerships to advance sustainability is available:

<http://sites.lafayette.edu/vic/>

Additional documentation to support the submission:

Inter-Campus Collaboration

Score

2.00 / 3.00

Responsible Party

Delicia Nahman
Director of Sustainability
Sustainability

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is a member of a national or international higher education sustainability network.
 - Actively participates in a regional, state/provincial, or local higher education sustainability network.
 - Has presented at a higher education sustainability conference during the previous year.
 - Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
 - Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
 - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
 - Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.
-

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

Is the institution currently a member of a national or international higher education sustainability network?:

Yes

The name of the national or international sustainability network(s):

Association for the Advancement of Sustainability in Higher Education

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):

Lehigh Valley Association of Independent College (LVAIC) Sustainability Committee

Has the institution presented at a higher education sustainability conference during the previous year?:

Yes

A list or brief description of the conference(s) and presentation(s):

AASHE 2018 Conference regarding aggregation to purchase renewable energy

Students and staff also have presented at the LVAIC Sustainability Conference in the Spring of 2016 and 2018 regarding topics including recycling, composting, and student engagement by Eco Reps.

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:

No

A list or brief description of the sustainability resource center or awards program and submission(s):

Has the institution had employees or students serving on a board or committee of a sustainability network or conference during the previous three years?:

Yes

A list or brief description of the board or committee appointment(s):

Nick DeSalvo, Campus Energy Manager has served as Treasurer of a local 501c3 from 2016 through 2019, the Lehigh Valley Sustainability Network which works to provide unbiased information to the public regarding sustainability issues.

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:

No

A brief description of the mentoring relationship and activities:

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:

No

A brief description of the peer review activities:

A brief description of other inter-campus collaborative efforts around sustainability during the previous year :

Participated in the annual State of the Lehigh Valley event on November 12, 2018 which involved the release of the report entitled State of the Lehigh Valley: Community Trends at a Glance. The report focuses on the state of data collaboration in the region, how data is collected, who is using it, the benefits of sharing data, and the power of data in solving problems for those who work and live in the Lehigh Valley. Moreover, this year includes a climate survey on the perceived quality of life from residents.. Lafayette faculty participating included Robert Root, Professor of Mathematics; Hannah Stewart-Gambino, Professor of International Affairs, Government and Law; and Simon Tonev, Director of Institutional Research.

Website URL where information about the institution's inter-campus collaborations is available:

https://lvaic.org/wp-content/uploads/2019/02/Final_QOL-Report.pdf

Additional documentation to support the submission:

Continuing Education

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

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

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

Institution does not have a formal continuing education or community education program.

Community Service

Score	Responsible Party
2.31 / 5.00	Kendall Roberson Sustainability Fellow Office of Sustainability

Criteria

Part 1. Percentage of students participating in community service

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

Part 2. Community service hours per student

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

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

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

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:

Yes

Total number of students:

2,672

Number of students engaged in community service:

1,519

Percentage of students engaged in community service:

56.85

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

Yes

Total number of student community service hours contributed annually:

24,498

Number of annual community service hours contributed per student :

9.17

Does the institution have a formal program to support employee volunteering during regular work hours?:

No

A brief description of the institution's program to support employee volunteering:

Does the institution track the number of employee community service hours contributed through programs it sponsors?:

Yes

Total number of employee community service hours contributed annually through programs sponsored by the institution:

2,830

Website URL where information about the institution's community service programs is available:

Additional documentation to support the submission:

Participation in Public Policy

Score

0.67 / 2.00

Responsible Party

Maurice Luker

Executive Director of Corp./Found./Gov. Relations
Corporate, Foundation & Government Relations

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local
- State/provincial/regional
- National
- International

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level:

Lafayette collaborates with the City of Easton on research and projects related to such topics as food access, neighborhood sustainability, clean water, habitat restoration. For example, Lafayette students are actively working with the City of Easton to expand City and College facilities to create a combined composting facility.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:

The Meyner Center at Lafayette College educates students about the importance of state and local governments and encourages them to participate in state and local affairs as volunteers, interns, and future leaders.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the national level:

Examples of supporting policies at the colleges top administrative levels included President Byerly joined more than 200 higher education leaders in calling on the incoming Trump administration to address climate change.

President Byerly also signed the “We’re Still In” pledge in 2017, along with over 3,500 colleges, universities, governors, mayors, and business leaders, expressing a commitment to meeting the goals of Paris Climate Agreement.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the international level:

Since 2008, a team from the Economic Empowerment & Global Learning project has helped several Honduran villages improve their economies, including Lagunitas, where students and faculty facilitated a trade agreement between the farmers and the Honduran Coffee Board and helped build a 30,000-plant coffee plantation.

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

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

Website URL where information about the institution’s sustainability advocacy efforts is available:

Additional documentation to support the submission:

Trademark Licensing

Score
0.00 / 2.00

Responsible Party

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the [WRC Model Code of Conduct](#), the [FLA Workplace Code of Conduct](#), or the [International Labour Organisation \(ILO\) fundamental Conventions](#).

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

Is the institution a member of the Worker Rights Consortium (WRC)?:

No

Is the institution currently a member of the Fair Labor Association (FLA)? :

No

Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?:

A brief description of the independent monitoring and verification organization:

Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?:

A copy of the labor rights code of conduct for licensees:

The labor rights code of conduct for licensees:

Website URL where information about the institution's trademark licensing initiatives is available:

Additional documentation to support the submission:

Operations

Air & Climate

Points Claimed 5.50

Points Available 11.00

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

Credit	Points
Emissions Inventory and Disclosure	2.21 / 3.00
Greenhouse Gas Emissions	3.29 / 8.00

Emissions Inventory and Disclosure

Score

2.21 / 3.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
 - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
 - Commuting (regular commuting to and from the institution by students and employees)
 - Purchased goods and services (e.g., food and paper)
 - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
 - Fuel- and energy-related activities not included in Scope 1 or 2
 - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
 - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

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

Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :

Yes

A copy of the most recent GHG emissions inventory:

[SIMAP_FY2019_Emissions_Lafayette_College.xlsx](#)

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

The SIMAP carbon accounting platform was used to complete the FY 2019 inventory.

Inventories have traditionally been complete every year to meet Second Nature reporting requirements using the Campus Carbon Calculator.

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

No

A brief description of the GHG inventory verification process:

Documentation to support the GHG inventory verification process:

Gross Scope 1 GHG emissions, performance year:

	Weight in MTCO ₂ e
Stationary combustion	9,891.20 <i>Metric Tons of CO₂ Equivalent</i>
Other sources (mobile combustion, process emissions, fugitive emissions)	491.30 <i>Metric Tons of CO₂ Equivalent</i>

Total gross Scope 1 GHG emissions, performance year:

10,382.50 Metric Tons of CO2 Equivalent

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO2e
Imported electricity	11,964.10 Metric Tons of CO2 Equivalent
Imported thermal energy	0 Metric Tons of CO2 Equivalent

Total gross Scope 2 GHG emissions, performance year:

11,964.10 Metric Tons of CO2 Equivalent

Gross GHG emissions from biogenic sources, performance year:

0 Metric Tons of CO2 Equivalent

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO2e
Business travel	Yes	406.20 Metric Tons of CO2 Equivalent
Commuting	Yes	1,686 Metric Tons of CO2 Equivalent
Purchased goods and services	Yes	29.40 Metric Tons of CO2 Equivalent
Capital goods	---	0 Metric Tons of CO2 Equivalent
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes	625.70 Metric Tons of CO2 Equivalent
Waste generated in operations	Yes	0 Metric Tons of CO2 Equivalent
Other sources	Yes	338.20 Metric Tons of CO2 Equivalent

Total Scope 3 GHG emissions, performance year:

3,085.50 Metric Tons of CO2 Equivalent

A brief description of how the institution accounted for its Scope 3 emissions:

Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:

Yes

Annual weight of emissions for::

	Weight of Emissions
Nitrogen oxides (NOx)	8.40 Tons
Sulfur oxides (SOx)	0.26 Tons
Carbon monoxide (CO)	6.39 Tons

	Weight of Emissions
Particulate matter (PM)	0.46 <i>Tons</i>
Ozone (O3)	0 <i>Tons</i>
Lead (Pb)	0 <i>Tons</i>
Hazardous air pollutants (HAPs)	0 <i>Tons</i>
Ozone-depleting compounds (ODCs)	0 <i>Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	0 <i>Tons</i>

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	Yes
Area sources	Yes
Mobile sources	---
Commuting	---
Off-site electricity production	No

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

The Clean Air-Cool Planet calculator utilized for the GHG report requires general institutional data to accurately calculate emissions for each unique campus. It is necessary to sum the building areas, track the number of students and track vehicles on campus, among other metrics. To calculate the GHG emissions for ALL College properties and activities, it is essential to clearly identify and define all of the College’s holdings.

This report uses the Clean Air / Cool Planet Campus Carbon Calculator v7.0 to organize and calculate the emission factors. This calculator is compliant with the Greenhouse Gas Protocol, a standard procedure for analyzing emissions and that which ACUPCC references. A majority of institutions across the country use this tool as it largely automates the carbon accounting standards jointly established by the WBCSD and WRI.

Gross Scope 2 GHG emissions from purchased electricity (location-based):

Gross Scope 2 GHG emissions from imported thermal energy (location-based) :

Website URL where information about the institution’s emissions inventories is available:

http://rs.acupcc.org/site_media/uploads/ghg/3329-2013-inventoryreports_1.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Only Nitrogen Oxides were included in the GHG inventory. It did not deal specifically with other gases that affect outdoor air quality.

Greenhouse Gas Emissions

Score

3.29 / 8.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

Part 1. GHG emissions per person

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

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO₂e) per gross square metre (0.02 MTCO₂e per gross square foot) of floor area.

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

Carbon sinks

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

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	9,891.20 <i>Metric Tons of CO2 Equivalent</i>	11,940 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	491.30 <i>Metric Tons of CO2 Equivalent</i>	351 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported electricity	11,964.10 <i>Metric Tons of CO2 Equivalent</i>	15,130 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported thermal energy	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Total	22,346.60 <i>Metric Tons of CO2 Equivalent</i>	27,421 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from non-additional sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	---
Carbon sold or transferred	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

	Performance year	Baseline year
Net carbon sinks	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	22,346.60 <i>Metric Tons of CO2 Equivalent</i>	27,421 <i>Metric Tons of CO2 Equivalent</i>

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

	Performance year	Baseline year
Start date	July 1, 2018	July 1, 2007
End date	June 30, 2019	June 30, 2008

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

Lafayette College’s baseline year is 2007, the year prior to the signing of the Presidents’ Climate Commitment.

Figures needed to determine “Weighted Campus Users”:

	Performance year	Baseline year
Number of students resident on-site	2,409	2,139
Number of employees resident on-site	53	10
Number of other individuals resident on-site	4	0
Total full-time equivalent student enrollment	2,672	2,483
Full-time equivalent of employees	874	750
Full-time equivalent of students enrolled exclusively in distance education	0	0
Weighted Campus Users	3,279	2,962

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	6.82 <i>Metric Tons of CO2 Equivalent</i>	9.26 <i>Metric Tons of CO2 Equivalent</i>

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

Gross floor area of building space, performance year:2,283,897 *Gross Square Feet***Floor area of energy intensive building space, performance year:**

	Floor area
Laboratory space	115,443 <i>Square Feet</i>
Healthcare space	5,228 <i>Square Feet</i>
Other energy intensive space	6,000 <i>Square Feet</i>

EUI-adjusted floor area, performance year:2,531,239 *Gross Square Feet***Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:**0.01 *MtCO₂e / GSF***A brief description of the institution's GHG emissions reduction initiatives:**

According to the results, the principle sources of greenhouse gases are the purchased utilities of electricity, fossil fuels utilized by the central heating plant and transportation. Lafayette's carbon footprint can be reduced in three basic ways:

Efficiencies: Increasing the efficiency of equipment for current operations that produce high greenhouse gases, meaning reducing the current and future consumption of fossil fuels as a whole.

- a. Building and system design (new buildings all reviewed and considered candidates for LEED design and/or accreditation)
 - b. Building and system operation (existing buildings will receive consideration for efficient modernization as budgets allow)
 - c. Central system operation (chilled water and electricity will receive consideration for efficient modernization as budgets allow)
 - d. Equipment purchasing and operation (all upgrades and replacements shall take full advantage of latest Energy Code recommendations)
- By performing energy analyses of current buildings and plant operations, recommendations can be made to reduce the impact of these contributors.

Renewables: Switching to carbon-free sources of energy or energy sources such as wind, solar, geothermal, and biomass will continue to receive the attention of the campus planners with the intent to include whenever feasible.

Offsets: Purchasing or producing carbon offsets either through tradable RECs or through more direct projects will be considered in the future. Offsets like the wind purchase are an intermediate technique, and should only be employed after improvements through efficiencies and renewables have been fully exploited. It would also be helpful to develop real incentives for investments in these strategies. This will be especially important in both revising the current scheme of utility cost allocation through individual building metering and in developing new techniques for funding such projects. To date, the College has a standing policy to make all possible efficiency improvements to the physical plant, prior to considering "accounting measures" such as RECs.

Mitigation strategies for Lafayette College should be focused on its major sources of GHG emissions, which are purchased off-site utilities (including T&D losses), on-site steam plant fuel consumption and emissions. These operations offer the largest potential for mitigation efforts.

Website URL where information about the institution's GHG emissions is available:

Additional documentation to support the submission:

Buildings

Points Claimed 2.38

Points Available 8.00

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	Points
Building Design and Construction	2.33 / 3.00
Building Operations and Maintenance	0.05 / 5.00

Building Design and Construction

Score

2.33 / 3.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

Total floor area of newly constructed or renovated building space:

172,079 Square Feet

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	103,000 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	11,934 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square Feet
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 Square Feet
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square Feet
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 Square Feet

	Floor area
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	42,171 <i>Square Feet</i>
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	14,974 <i>Square Feet</i>
Total	172,079 <i>Square Feet</i>

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

66.79

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Grossman House: LEED-CI Gold
 Rockwell Integrated Science Center LEED-Platinum

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Website URL where information about the institution's green building design and construction program is available:

<http://sustainability.lafayette.edu/guides-policies/>

Additional documentation to support the submission:

Building Operations and Maintenance

Score

0.05 / 5.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

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

Total floor area of existing building space:

2,283,897 Square Feet

Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

	Existing floor area
Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)	0 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)	0 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)	0 Square Feet

	Existing floor area
Certified at a step above minimum level under a 4 -or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)	0 <i>Square Feet</i>
Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)	0 <i>Square Feet</i>
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	0 <i>Square Feet</i>
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 <i>Square Feet</i>
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	114,934 <i>Square Feet</i>
Total	114,934 <i>Square Feet</i>

Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings:

0

A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:

Sustainable practices include green cleaning, recycling, composting, lighting controls, etc. Additionally, ongoing monitoring of the building automation system is scheduled to earn LEED points.

Website URL where information about the institution's sustainable operations and maintenance program is available:

Additional documentation to support the submission:

[Rockwell_Integrated_Sciences_Center_Final_Green_Cleaning_Policy.pdf](#)

Energy

Points Claimed 3.16

Points Available 10.00

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

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

Credit	Points
Building Energy Efficiency	3.16 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Efficiency

Score

3.16 / 6.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

Part 1. Reduction in source energy use per unit of floor area

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

Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).

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

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

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	34,350,990 <i>Kilowatt-hours</i>	117,205.58 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 <i>Kilowatt-hours</i>	0 <i>MMBtu</i>

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	158,930 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	100,037 <i>MMBtu</i>

Total site energy consumption, performance year:

376,172.58 *MMBtu*

Gross floor area of building space, performance year:

2,283,897 *Gross Square Feet*

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	115,443 <i>Square Feet</i>
Healthcare space	5,228 <i>Square Feet</i>
Other energy intensive space	6,000 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

2,531,239 *Gross Square Feet*

Degree days, performance year:

	Degree days
Heating degree days	5,077 <i>Degree-Days (°F)</i>
Cooling degree days	1,281 <i>Degree-Days (°F)</i>

Total degree days, performance year:

6,358 *Degree-Days (°F)*

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

	Start date	End date
Performance period	July 1, 2018	June 30, 2019

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:

23.37 Btu / GSF / Degree-Day (°F)

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	28,867,988 <i>Kilowatt-hours</i>	98,497.58 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 <i>Kilowatt-hours</i>	0 <i>MMBtu</i>

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	164,890 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	111,183 <i>MMBtu</i>

Total site energy consumption, baseline year:

374,570.58 *MMBtu*

Gross floor area of building space, baseline year:

1,769,473 *Gross Square Feet*

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

	Start date	End date
Baseline period	July 1, 2007	June 30, 2008

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

The building energy consumption baseline (2007-2008) was adopted to accurately assess future improvement made by the campus after signing the ACUPCC in 2008. Data were compiled as far back as 2005-2006, but 2007-2008 was the earliest year that was accurate and comprehensive enough to provide valuable comparisons.

Source-site ratio for imported electricity:

3.14

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0.16 <i>MMBtu / GSF</i>	0.27 <i>MMBtu / GSF</i>
Baseline year	0.21 <i>MMBtu / GSF</i>	0.33 <i>MMBtu / GSF</i>

Percentage reduction in total source energy consumption per unit of floor area from baseline:

17.01

Documentation to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:

A brief description of energy use standards and controls employed by the institution:

Lafayette College uses a building automation system to control HVAC systems. Temperature setpoints along with occupied schedules are controlled by the BAS System.

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

LED lighting is incorporated into all new buildings and renovation projects.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

A brief description of co-generation employed by the institution:

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

All purchased equipment must meet EPA Energy Star standards.

Website URL where information about the institution's energy conservation and efficiency program is available:

<http://facilitiesplanning.lafayette.edu/files/2012/04/Climate-Action-Plan-Including-Appendices.pdf>

Additional documentation to support the submission:

Clean and Renewable Energy

Score

0.00 / 4.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

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

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.
2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy 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.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).
2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, 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 (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution the right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

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

Food & Dining

Points Claimed 4.72

Points Available 8.00

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

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

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	2.97 / 6.00
Sustainable Dining	1.75 / 2.00

Food and Beverage Purchasing

Score

2.97 / 6.00

Responsible Party

Christopher Brown
General Manager
Bon Appétit Management Company

Criteria

Institution's dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with [Real Food Calculator](#) results that have been validated by the Real Food Challenge (U.S.) or [Good Food Calculator](#) results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed [STARS Food and Beverage Purchasing Inventory template](#) or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced:

25

Percentage of total annual food and beverage expenditures on plant-based foods:

49

An inventory of food and beverage purchases that qualify as sustainably/ethically produced:

[Lafayette_STARS_2.2_Food_and_Beverage_Purchasing_Inventory_BA_v2.2_Final_-_Copy_Uldsp6B_XDI9Mh1.xlsx](#)

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

To calculate responses to OP 7, we used data from Bon Appétit's 2019 Fiscal Year, which is October 1, 2018 to September 30, 2019. We included all purchases on campus.

Please note that the vendors included as institution affirmed are enrolled in Bon Appétit's Farm to Fork program. The program requires that vendors be small (under \$5 million revenue), local (within 150 miles) and owner-operated. Organic certification isn't required, because we believe that small, owner-operated farms, where the owner is involved in the day to day operation of the farm operate much differently than large mono-cropped farms. Locally Crafted, a program within Farm to Fork, was created for locally owned businesses creating artisan food products (such as tofu) from local or third party certified ingredients. Farm to Fork vendors have been visited by members of the Bon Appétit team in person; some during the enrollment process and some on a more regular basis. You can read more about Farm to Fork requirements at

<http://www.bamco.com/timeline/farm-to-fork/>

We cook from scratch, including stocks, sauces, and most salad dressings. In order to calculate plant-based foods, we started with total food and beverage spend and removed the following: beef, turkey, pork, chicken, eggs, dairy, seafood, processed cereals, dessert mixes, soda, energy drinks, mayonnaise, packaged snack foods, and bottled water. What remains is spend on fresh fruits and vegetables, canned vegetables (example: canned tomato puree), frozen fruits and vegetables, oils, grains, beans/legumes, spices, and nuts.

Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:

Which of the following food service providers are present on campus and included in the inventory/assessment?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	No	No
Franchises (e.g., regional or global brands)	No	No
Convenience stores	Yes	Yes
Vending services	No	No
Concessions	Yes	Yes

Total annual dining services budget for food and beverage products:

\$1 million - \$4.9 million

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

Sustainability is at the heart of the food and beverage program managed by Bon Appetit @ Lafayette College. We have a goal to source at least 20% of ingredients, by dollar, from small, local, owner operated farmers and artisans; prioritize plant-based proteins in the café and offer vegetarian options at every meal; cook from scratch, including stocks, sauces, and soups; prevent and minimize waste in a number of ways; purchase only cage-free and third party certified eggs, pork raised without the use of gestation crates, and ground beef from Certified Humane operations or small, local farmers. Our seafood is never airfreighted, and is purchased in accordance with the Monterey Bay Aquarium Seafood Watch Guidelines for Sustainability, and we've been at the forefront of the right for farmworkers rights - including hosting an annual National Farmworker Awareness Week on campus. Last but not least, we communicate with guests through menus in the café's and through our guest facing website (

www.lafayette.cafebonappetit.com

) in order to share our sustainability related policies, the local farms we source from and their distance from the campus, and menu items with sustainability and wellness related icons that relay information related to each of these standards.

Website URL where information about the food and beverage purchasing program is available:

<http://www.lafayette.cafebonappetit.com>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

In the Field

* An inventory of food and beverage purchases that qualify as sustainably/ethically produced there is already a secure field

(Currently: secure/821/6/481/3689/OP 6 and 7.xlsx)

this will not allow me to upload the newest information and should be disregarded.

I have attached our Food and Beverage Inventory in the field below.

Additional documentation to support the submission

Currently: secure/821/8/756/6999/

Lafayette_STARS_2.2_Food_and_Beverage_Purchasing_Inventory_BA_v2.2_Final_-_Copy.xlsx

Hopefully this makes sense.

Thanks

Sustainable Dining

Score
1.75 / 2.00

Responsible Party
Christopher Brown
General Manager
Bon Appétit Management Company

Criteria

Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for "dine in" meals.
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:

Yes

A brief description of the farmers market, CSA or urban agriculture project:

We host in conjunction the LaFarm market outside of Gilbert's for much of the year with LaFarm.

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

Yes

A brief description of the sustainability-themed food outlet:

The ECO Café (which stands for Environmentally Conscious Options) provides a full array of local farm forward options, healthy and local smoothies and grab and go items, packaged in compostable takeaway containers. ECO also carries local beverages including kombucha and cider, a local soup maker and pasta maker.

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:

Yes

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

We adhere to Bon Appétit's companywide standard of sourcing 20% of all ingredients from small (defined as under 5 million dollars in annual sales), local (from within 150 miles), and owner operated farmers and artisans. Our chefs also regularly go beyond these commitments to foster close relationships with local producers, providing them with valuable revenue streams and consistent support throughout the year.

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:

Yes

A brief description of the low impact dining events and/or plant-forward options:

Yes, we host a number of low impact dining events, including an annual Eat Local Challenge, Earth Week, and an annual National Farmworker Awareness Week. Through educational materials on each table, and in signage throughout the café, we share information about the benefits of prioritizing plant-based proteins for one's health and the environment, and offer plant-forward meals multiple times per week in each café.

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:

Yes

A brief description of the vegan dining program:

Yes, we prioritize plant-based proteins in the cafes and a complete protein vegan option is available to the campus communities at every meal served in our cafés. We communicate vegan options to our guests using the Vegan Circle of Responsibility icon, on both online menus and menus in the café

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:


Yes


A brief description of the sustainability labelling and signage in dining halls:

We inform guests about low impact food choices and sustainability practices in many ways. On guest tables and in signs around the cafe, we share information about pressing sustainability issues and relevant policies, including antibiotics use on animal farms, animal welfare issues, sustainable seafood, and farmworkers rights. Using our Circle of Responsibility (COR) program, we communicate sustainability attributes of ingredients through our online and in-café menus. Menus are labeled with

COR icons and specific reference to vendors that denote the following (and more):

 if the dish includes local ingredients, and which farm they are from

 if the dish includes animal products from a farm with a third party animal welfare certification

 if the dish includes seafood rated as Green or Yellow by the Monterey Bay Aquarium Seafood Watch program

 if the dish is vegetarian and/or vegan

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:

No

A brief description of the food recovery competition or commitment program or food waste prevention system:

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

Yes

A brief description of the trayless dining or modified menu/portion program:

Yes, we are trayless in our all-you-care-to-eat café on campus at Lafayette, and train all servers in portion control to help minimize post-consumer food waste.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

Yes

A brief description of the food donation program:

Yes, we donate food to the Third Street Alliance, Safe Harbour and Project Easton by working with Lafayette's Food Recovery Network student group, and are currently Food Recovery Verified.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:

No

A brief description of the food materials diversion program:

Does the institution or its primary dining services contractor have a pre-consumer composting program?:

Yes

A brief description of the pre-consumer composting program:

Our pre-consumer compost program works in Marquis directly with LaFarm to pick up buckets to be used in their compost. Other materials are put through the pulper to eventually make its way into compost.

Does the institution or its primary dining services contractor have a post-consumer composting program?:

Yes

A brief description of the post-consumer composting program:

All post-consumer food waste from our 2 main sit down dining halls is put through a pulper and brought to a composting area to be composted and is then used on our student farm.

Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:

Yes

A brief description of the reusable service ware program:

In our Residential dining facilities and Gilberts Cafe we offer reusable (washable) service ware including cups, bowls, plates silverware etc.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:

Yes

A brief description of the compostable containers and service ware:

Yes, we have a reusable clamshell program on campus and we utilize compostable containers for to go meals, and have a composting program on campus that is able to accept those containers.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in “to-go” food service operations?:

No

A brief description of the reusable container discount or incentives program:

A brief description of other sustainability-related initiatives not covered above:

Website URL where information about the sustainable dining programs is available:

<http://lafayette.cafebonappetit.com/>

Additional documentation to support the submission:

Grounds

Points Claimed 1.38

Points Available 3.00

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 resources.

Credit	Points
Landscape Management	1.38 / 2.00 0.00 / 1.00
Biodiversity	<p>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul style="list-style-type: none">• Legally protected areas (e.g., IUCN Category I-VI)• Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)• Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)• Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) <p>2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.</p>
Close	

Landscape Management

Score

1.38 / 2.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

Total campus area:

360 Acres

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	135 Acres
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	225 Acres
Area managed using conventional, chemical-based landscape management practices	0 Acres
Total area of managed grounds	360 Acres

A brief description of any land excluded from the area of managed grounds:

Percentage of grounds managed organically:

37.50

A brief description of the organic landscape management program:

Lafayette College has a sustainable farm called "LaFarm" which is situated on 135 acres. LaFarm only uses organic fertilizers and pesticides with an OMRI certification.

Percentage of grounds managed in accordance with an IPM program:

62.50

A copy of the IPM plan or program:

[SustainableLandscapingPolicyFINAL_with_notes.pdf](#)

A brief description of the IPM program:

A brief description of the institution's approach to plant stewardship:

Landscaping projects will prioritize ecological value and ecosystem services. Some of these services include creating habitats for a variety of animals, managing the local watershed, producing clean air, supporting food webs, and attracting pollinators. In order to develop these ecosystem services it is crucial to incorporate more native species and phase out invasives that are present on Lafayette's campus while keeping with the overall campus aesthetic.

A brief description of the institution's approach to hydrology and water use:

Given that water conservation is a popular and feasible means of sustainable resource management, streamlining our irrigation and stormwater policies will be beneficial financially and ecologically. This is a benefit to all involved parties, and can be implemented with minimal alterations to physical spaces and groundskeeping practices. The installation of soaker hose for newly planted areas is encouraged due to low initial cost, lessened system maintenance, and the capability of system removal once the landscape has become established.

A brief description of the institution's approach to landscape materials management and waste minimization:

A brief description of the institution's approach to energy-efficient landscape design:

A brief description of other sustainable landscape management practices employed by the institution:

Website URL where information about the institution's sustainable landscape management program is available:

Additional documentation to support the submission:

Biodiversity

Score

0.00 / 1.00

Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)
- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Scott Kennedy
Director of Facilities
Operations
Finance &
Administrative

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

[Close](#)

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

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

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

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

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

No

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:

No

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:

No

A brief description of areas of biodiversity importance on land owned or managed by the institution:

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:

A brief description of the scope of the assessment(s):

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

Estimated percentage of areas of biodiversity importance that are also protected areas :

Website URL where information about the institution's biodiversity initiatives is available:

Additional documentation to support the submission:

Purchasing

Points Claimed 1.63

Points Available 6.00

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	Points
Sustainable Procurement	0.00 / 3.00
Electronics Purchasing	1.00 / 1.00
Cleaning and Janitorial Purchasing	0.31 / 1.00
Office Paper Purchasing	0.32 / 1.00

Sustainable Procurement

Score

0.00 / 3.00

Responsible Party

Patricia Reich
Procurement Director
Finance & Administrative

Criteria

Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

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

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.• Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	<ul style="list-style-type: none">• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content.• A stated preference for extended use, rechargeable, or remanufactured products.• A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	<ul style="list-style-type: none">• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified)• A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	<ul style="list-style-type: none">• Published measures to reduce the demand for equipment.• A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products.• A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	<ul style="list-style-type: none">• Including sustainability objectives in contracts with on-site food service providers.• Requiring that dining service contractors pay a living wage to employees.

F. Garments and linens

Clothing, bedding, laundry services.

- Published labor and human rights standards that clothing suppliers must meet.
- A stated preference for organic, bio-based, or recycled content textiles.

G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

H. Transportation and fuels

Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

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

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

Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?:

No

A copy of the policies, guidelines or directives:

The policies, guidelines or directives:

The Sustainability site lists the Campus Energy Policy and other strategies,

<https://sustainability.lafayette.edu/guides-policies/>

which can be used to guide purchasing decisions across a breadth of college procurement areas.

The site documents conservation goals for various categories such as energy, heat, lighting, water, transportation, which ultimately impact specifications for projects in construction and renovation and other facilities operations.

Lafayette has "informally" been following practices that support sustainable purchasing, for example, facilities operations strives to purchase Energy Star equipment for renovations and retrofits where possible and feasible, but these specific practices are at this time unwritten.

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:

No

Which of the following best describes the institution's use of LCCA?:

A brief description of the LCCA policy and/or practices:

Lafayette College does look at the Total Cost of Ownership as a matter of practice in the assessment of many new projects, for example in order to decide how to choose water and HVAC systems, or lighting fixture replacements.

Our guidelines instruct us to purchase Energy Star appliances.

All new construction is designed to Leed Silver at a minimum. However the college sometimes does not pay to have the building certified but it is designed to Leed Silver nonetheless.

New Hot water boilers and hot water generators are condensing type units.

LED lights are used whenever practical with matching color rendering to the prior lamp.

New toilets and urinals are all minimum flow with Battery-powered automatic flushometers.

The college has six all electric vehicles.

There is a practice of replacing lighting with LED's wherever possible. LED's have been installed in multiple buildings and locations. There has been a complete replacement/retrofit at the Kirby Sports Center. Over 5,200 bulbs and fixtures were replaced or retrofitted in the Kirby Sports Center in 2019.

Other opportunities that show economic promise are continuously being reviewed.

Other best practices include actions such as purchasing Energy Star appliances for laundry equipment and window air conditioners, purchasing new or replacement motors and other commercial equipment for HVAC with an energy rating of 93% or better.

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?:

No

A brief description of the published sustainability criteria for chemically intensive products and services:

Facilities operations follows broad guidelines and following best practices, such as trying to use green cleaning products where the performance is acceptable vs traditional cleaners. For example, we use a 3M Greenseal "Twist N Fill " dispenser system, which is used by custodial staff. The cleaners are concentrated and automatically diluted. We recently purchased two Nobles ech2o scrubbing machines. These machines use electrically charged water to clean floors, and no chemicals are used whatsoever, which will reduce our overall use of cleaning chemicals.

In landscaping and grounds, native plantings are being used on the campus, with a goal to phase out invasives, to most effectively use resources such as water and minimize environmental disruption. We have a developed a draft Sustainable Landscaping policy. The policy goal is to prioritize ecological value and ecosystem services, including addressing creating habitats for local animals, attracting pollinators, incorporate and protect native species, and sustain a healthy ecosystem by using best management practices for herbicides, pesticides, and soil amendments/fertilizers.

In pest control, a new contract was established that requires an integrated pest management solution be utilized for campus pest control.

Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:

No

A brief description of the published sustainability criteria for consumable office products:

Although there is not a formal written policy, we do work with our current preferred supplier to encourage purchases of products with recycled content, such as negotiated discounted pricing for recycled content copy paper. We also offer several recycling programs through that relationship, such as toner recycling program, recycling for K-Cups.

Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:

No

A brief description of the published sustainability criteria for furniture and furnishings:

Currently there is not published sustainability criteria for furniture and furnishings. However please see below for general criteria we consider when specifying:

- We salvage any reusable non-structural elements like furniture, equipment, etc for reuse either within a project, or elsewhere on campus. Existing pieces in good condition but not reusable on campus are often donated to local groups like the Easton Area Community Center or local schools
- When removing items that are not in a condition for re-use, we utilize demolition crews that separate items for diversion from landfill for smaller efforts - an easy example is that metal is separated and recycled. For a larger project (like Kunkel Hall renovation), a waste diversion crew is contracted.
- Interior materials like carpet and fabrics are specified to utilize recycled content. The percentages vary per project and actual material, but we generally look toward the LEED Credit guidelines
- The College utilizes rapidly renewable materials like cork or linoleum where appropriate by use
- The College uses low or zero VOC interior paint formulas
- Some of the certifications that we look for when making specifications, for interior materials: Green Label Plus (carpets), FSC (wood), Greenguard (general interior materials, like laminate/furniture), NSF International (varies by product).

- All of the examples above are generalized to show the types of sustainable standards. Here is a specific "interior material" example. The standard classroom carpet (used in Pardee, Hugel, Oeschle Hall, and others) has the following properties -

- 1) It's made of Antron type 6,6 nylon, which is an SPS Environmentally Preferable Material. Environmentally preferable products (EPP) are recognized as having lower environmental impacts than typical products in the same category. The fiber of our classroom standard carpet will have a longer useable life than carpets of less durable fibers, meaning less product will be diverted to landfills.
- 2) The carpet system contains 10% recycled content
- 3) The carpet and related materials like adhesives are Green Label Plus certified, for improved indoor air quality
- 4) The carpet is NSF-140 certified. NSF-140 is a third party certification that assesses the life cycle impact of the carpet system.
- 5) EPDs or Environmental Product Declarations, are available. EPDs are third party certifications that examine the life cycle of the carpet, similar in nature to the NSF-140 certification.

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:

No

A brief description of the published sustainability criteria for Information Technology (IT) and equipment:

Does the institution have published sustainability criteria to be applied when evaluating food service providers?:

No

A brief description of the published sustainability criteria for food service providers:

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:

No

A brief description of the published sustainability criteria for garments and linens:

Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:

No

A brief description of the published sustainability criteria for professional service providers:

We do have some basic language included in our service agreements that is encouraging and supportive of sustainable purchasing.

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?:

No

A brief description of the published sustainability criteria for transportation and fuels:

There is some basic language used to support good practices in purchasing of transportation services. Recently we conducted an RFP for Campus Shuttle Services...excerpt below from RFP

Section F. Bus Information

A. Bus Information

The Offeror's proposal should include, but is not limited to, the number of buses available, the bus styles to be used, bus ages, and bus capacities. The proposal should include information regarding the interior of the buses, type of seating and other options available that will allow for the transportation of riders with disabilities. The College has a preference for buses that operate on Alternate Fuel Sources. Buses used in operations shall be properly maintained with documented service records. All functions provided and required on the shuttles shall be operational while in service for College. All buses are to comply with all state and federal inspection and emissions standards, and all other applicable regulations.

Section III 4. Technical

III.4 The Offeror shall:

A. Provide regular, timely and safe transportation:

To and from all areas cited in Appendix C-Routes

B. Provide a detailed work plan that addresses the following:

1. Criteria for selection, scheduling and training of employees.
2. Describe the types of training being provided to employees, and if it is provided by the Company, at its cost, to the employees.
3. A detailed plan of how company will operate the shuttle service, including any "green" initiatives.

Regarding fuels or vehicles, we have no written policies. Vehicles are purchased after determining the type needed. The College has purchased many small electric "carts" for transportation around the campus, and used when possible to avoid use of typical "fuel" vehicles.

Website URL where information about the institution's sustainable procurement program or initiatives is available:

<https://sustainability.lafayette.edu/>

Additional documentation to support the submission:

[Lafayette_SustainableLandscapingPolicyFINAL_with_notes.pdf](#)

Electronics Purchasing

Score

1.00 / 1.00

Responsible Party

John O'Keefe

Vice President and Chief Information Officer
Information Technology Services

Criteria

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/ administered by a [Global Ecolabelling Network](#) or [ISEAL Alliance](#) member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

Total annual expenditures on electronics:

552,000 US/Canadian \$

Expenditures on environmentally or socially preferable electronics:

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	543,900 US/Canadian \$
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	8,100 US/Canadian \$
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	0 US/Canadian \$
Labeled under a single-attribute standard	0 US/Canadian \$

Do the figures reported above include leased equipment?:

Yes

A brief description of the time period from which the figures reported above are drawn:

Fiscal 2019 (7/1/2018-6/30/2019)

Website URL where information about the institution's electronics purchasing is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Numbers listed above are for Information Technology Services (ITS) managed purchases, which includes faculty, staff, and academic/public lab computers as well as faculty and lab printers. All computers that faculty and staff can chose from are EPEAT Gold. The 1.5% expenditures on EPEAT Silver devices are printers. Not included in this are printers/copiers for administrative offices.

In addition, technology purchases funded through grants/start up funds for the academic division are outside the fiscal control of ITS, but generally these purchases are made with the guidance of ITS, so we expect that almost all devices purchased are in-line with ITS manufacturer/model specifications. Those purchases are a small part of overall electronics purchasing and are not included in the numbers provided.

Cleaning and Janitorial Purchasing

Score

0.31 / 1.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by [Global Ecolabelling Network](#) and/or [ISEAL Alliance](#) member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total annual expenditures on cleaning products:

153,536 US/Canadian \$

Annual expenditures on certified green cleaning products:

31,059 US/Canadian \$

Total annual expenditures on janitorial paper products:

72,929 US/Canadian \$

Annual expenditures on certified green janitorial paper products:

40,144 US/Canadian \$

A brief description of the time period on which the figures reported above are based :

12 months, calendar year 2018, from each of two suppliers

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

31.44

Website URL where information about the institution's cleaning and janitorial purchasing is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Based on reports from each of two preferred suppliers.
Twist N Fill reported as Green Seal certified products when used in Twist N Fill dispensing system.

Office Paper Purchasing

Score

0.32 / 1.00

Responsible Party

Patricia Reich
Procurement Director
Finance & Administrative

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total annual expenditures on office paper:

58,410 US/Canadian \$

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

	Expenditure Per Level
10-29 percent	366 US/Canadian \$
30-49 percent	26,211 US/Canadian \$
50-69 percent	81 US/Canadian \$
70-89 percent (or FSC Mix label)	9,750 US/Canadian \$
90-100 percent (or FSC Recycled/100% label)	0 US/Canadian \$

A brief description of the time period from which the figures reported above are drawn:

Data is for purchases 7/1/2018 through 6/30/2019, as reported by preferred supplier.

The data is from a report generated by our preferred supplier of office supplies and copy paper, WB Mason. Should include the vast majority of college purchases, although there may be some leakage.

Expenditures from previous years, as reported by WBM: FY2017-\$62,140 and FY2018-\$63,345.

Website URL where information about the institution's paper purchasing is available:

Additional documentation to support the submission:

[STARS_report-Paper_OP14_2020.xlsx](#)

Data source(s) and notes about the submission:

The data is provided by our preferred supplier of office products and paper, WB Mason. It includes all purchases placed by campus personnel through our customized website.

In addition, also reported was an additional \$359 of Certified Managed Forest, SFI certified paper, which is not included in the categories above because recycled content is unknown.

Based on the data, 62% of Lafayette purchases (\$36,410 of \$58,410 total spend) contain post consumer content of 10% or higher

Transportation

Points Claimed 4.17

Points Available 7.00

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	Points
Campus Fleet	0.07 / 1.00
Commute Modal Split	3.70 / 5.00
Support for Sustainable Transportation	0.40 / 1.00

Campus Fleet

Score

0.07 / 1.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

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

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

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

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

Total number of vehicles in the institution's fleet:

95

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

	Number of Vehicles
Gasoline-only	82
Diesel-only	6
Gasoline-electric hybrid	0
Diesel-electric hybrid	0
Plug-in hybrid	0
100 percent electric	7
Fueled with Compressed Natural Gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel	0
Fueled with locally produced, low-level biofuel	0

Do the figures reported above include leased vehicles?:

No

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

Website URL where information about the institution's motorized fleet is available:

Additional documentation to support the submission:

Commute Modal Split

Score

3.70 / 5.00

Responsible Party

Kendall Roberson

Sustainability Fellow
Office of Sustainability

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, 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.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

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

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

Total full-time equivalent student enrollment:

2,672

Full-time equivalent of employees:

874

Has the institution gathered data about student commuting behavior?:

Yes

Total percentage of students that use more sustainable commuting options as their primary mode of transportation:

92

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

A survey was sent to our student body asking their primary method of going to and from classes (for students who live on campus) or their primary method of going to and from campus (for students who live off campus.) We received responses from over 7.4% of the student body, proportionally representation of the campus based on class year.

Has the institution gathered data about employee commuting behavior?:

Yes

Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:

19.30

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

A survey was sent to all staff and faculty that asked how they commuted to campus.

Percentage of students and employees that use the following as their primary mode of transportation:

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	8.10	80.70
Zero-emissions vehicle	0.50	0.40
Walk, cycle, or other non-motorized mode	88.90	14.80

	Percentage of students (0-100)	Percentage of employees (0-100)
Vanpool or carpool	1	3.40
Public transport or campus shuttle	1	0.40
Motorcycle, motorized scooter/bike, or moped	0.50	0
Distance education / telecommute	---	0.40

Website URL where information about student or employee commuting is available:

Additional documentation to support the submission:

[Commuting_Modal_Survey_-_Google_Forms.pdf](#)

Support for Sustainable Transportation

Score

0.40 / 1.00

Responsible Party

Bruce Hill
Parking and Transportation Specialist
Public Safety

Criteria

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

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
 - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.
 - Offers preferential parking or other incentives for fuel efficient vehicles.
 - Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
 - Has incentives or programs to encourage employees to live close to campus.
 - Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.
-

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

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

No

A brief description of the bicycle sharing program:

Does the institution participate in a car sharing program?:

Yes

A brief description of the car sharing program:

Students can rent one of 2 cars through an online reservation system which will keep track of when each is available. There is no up front fee to register to be part of the program and daily or hourly rates are set by our business partner, U- Haul Car Share. Once the student account is set up they receive a code to the lock box to gain access to the vehicle key. There are two designated parking spots on campus to pick up and return vehicles.

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:

No

A brief description of the incentives for fuel efficient vehicles:

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

Yes

A brief description of the electric vehicle recharging stations:

1 Level 2 Tesla Charging station with two outlets, each with their own circuit.
9 Level 1 Charging stations. The level 1 stations are dedicated to specific departments and the level 2 station is available to employees weekdays and students in the evening and weekends.

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

No

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

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

No

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

Website URL where information about the institution's support for sustainable transportation is available:

<https://publicsafety.lafayette.edu/parking/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<http://news.lafayette.edu/2011/09/12/new-car-share-program-provides-students-with-a-convenient-inexpensive-way-to-get-around/>

<https://uhaulcarshare.com/>
(Added by B. Hill)

<https://www.lantabus.com/routes-and-schedules/>
(Added by B. Hill)

Waste

Points Claimed 5.57

Points Available 10.00

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	Points
Waste Minimization and Diversion	3.82 / 8.00
Construction and Demolition Waste Diversion	0.75 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score

3.82 / 8.00

Responsible Party

George Xiques

Assistant Director Plant Operations/Campus Sustainability Manager
Plant Operations

Criteria

Part 1. Reduction in total waste per person

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

Part 2. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

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

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

Consistent with the U.S. Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	123.70 Tons	68 Tons
Materials composted	11.80 Tons	8 Tons
Materials donated or re-sold	0 Tons	0 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	551.54 Tons	822 Tons
Total waste generated	687.04 Tons	898 Tons

A brief description of the residual conversion facility:

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

	Start Date	End Date
Performance Period	July 1, 2018	June 30, 2019
Baseline Period	July 1, 2007	June 30, 2008

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

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	2,409	2,203
Number of employees resident on-site	53	3
Number of other individuals resident on-site	4	0
Total full-time equivalent student enrollment	2,672	2,403
Full-time equivalent of employees	874	679
Full-time equivalent of students enrolled exclusively in distance education	214	200
Weighted campus users	3,118.50	2,713

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.22 Tons	0.33 Tons

Percentage reduction in total waste generated per weighted campus user from baseline:

33.44

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

19.72

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

19.72

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	No
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes

	Yes or No
Pallets	Yes
Tires	Yes
Other (please specify below)	No

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Materials intended for disposal but subsequently recovered and reused on campus, performance year:

Does the institution use single stream recycling to collect standard recyclables in common areas?:

Yes

Does the institution use dual stream recycling to collect standard recyclables in common areas?:

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:

Average contamination rate for the institution's recycling program:

A brief description of any recycling quality control mechanisms employed:

A brief description of the institution's waste-related behavior change initiatives:

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

A brief description of the institution's procurement policies designed to prevent waste:

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

A brief description of the institution's limits on paper and ink consumption:

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

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

Our Green Move Out program organizes donations of anything that is usable that would otherwise be thrown out by people moving off of campus at the end of each academic year. All of this is then donated to local community partners.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

Website URL where information about the institution's waste minimization and diversion efforts is available:

Additional documentation to support the submission:

Construction and Demolition Waste Diversion

Score

0.75 / 1.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

401.61 *Tons*

Construction and demolition materials landfilled or incinerated:

130.43 *Tons*

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

75.48

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

Website URL where information about the institution's C&D waste diversion efforts is available:

Additional documentation to support the submission:

Hazardous Waste Management

Score

1.00 / 1.00

Responsible Party

Yvonne Noonan

Hazardous Materials Technician / Chemical Stores Manager
Chemistry

Criteria

Part 1. Hazardous waste minimization and disposal

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

Part 2. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards[®] and/or Responsible Recycling (R2) standards.

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

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

Yes

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

If in experiments using chemicals, the experiment can be scaled down while maintaining the same results, many professors will scale down the experiment to reduce chemical use. In addition, Lafayette allows departments to share their excess chemicals (e.g., if the chemistry department orders 100g of perchloric acid for an experiment and uses only 50g, if biology needs perchloric acid they can get extra from chemistry instead of purchasing their own.)

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

Lafayette staff tags all hazardous waste with a label detailing the waste (its chemical make up, amount, disposal methods, etc.) and then has a third party (Veolia Environmental Services) dispose of the waste in a safe manner.

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

None have occurred in the last three years.

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

All academic departments using chemicals have an inventory system which has been digitized to allow information to be shared. All purchases must go through one person (the responsible party for this credit) who can reuse excess chemicals.

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

Yes

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

Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

For electronic waste generated by the college itself, our Information Technology Services (ITS) team collects all such waste, determines if it should be reused, donated to an outside institution, or recycled. If a device is to be reused, ITS shall take necessary steps to wipe the device and otherwise refurbish it. If a device is to be donated or recycled, ITS arranges to have our Plant Operations team to deliver it to whichever outside group it is going to.

For student generated waste, a collection bin is left in the student center where students can deposit their e-waste. Plant Operations collects this waste and delivers it to be recycled.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Website URL where information about the institution's hazardous waste program is available:

<https://publicsafety.lafayette.edu/environmental-health-and-safety/standard-operating-procedures/>

Additional documentation to support the submission:

Water

Points Claimed 0.59

Points Available 7.00

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

Credit				Points
	0.09 / 5.00			
	This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:			
	Physical Risk QUANTITY	Points available for each part	Total available points for this credit	
Water Use	Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
	Medium to High Risk	1 $\frac{2}{3}$	5	
	High and Extremely High Risk	2	6	
	Close			
Rainwater Management	0.50 / 2.00			

Water Use

Score

0.09 / 5.00

Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute [Aqueduct Water Risk Atlas](#). The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	Scott Kennedy Director of Facilities Operations Finance & Administrative
Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
Medium to High Risk	1 $\frac{2}{3}$	5	
High and Extremely High Risk	2	6	

[Close](#)

Criteria

Part 1. Reduction in potable water use per person

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

Part 2. Reduction in potable water use per unit of floor area

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

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

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

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

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:

Medium to High

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	50,874,771 Gallons	39,289,148 Gallons

Potable water use:

	Performance Year	Baseline Year
Potable water use	50,874,771 Gallons	39,289,148 Gallons

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

	Start Date	End Date
Performance Period	July 1, 2018	June 30, 2019
Baseline Period	July 1, 2007	June 30, 2008

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

The baseline year was selected to be consistent with the baseline for reporting greenhouse gas emissions.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	2,409	2,139
Number of employees resident on-site	53	10
Number of other individuals resident on-site	4	0
Total full-time equivalent student enrollment	2,672	2,483
Full-time equivalent of employees	874	750
Full-time equivalent of students enrolled exclusively in distance education	0	0

	Performance Year	Baseline Year
Weighted campus users	3,279	2,962

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	15,515.33 <i>Gallons</i>	13,264.40 <i>Gallons</i>

Percentage reduction in potable water use per weighted campus user from baseline:

0

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	2,283,897 <i>Gross Square Feet</i>	1,735,959 <i>Gross Square Feet</i>

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	22.28 <i>Gallons / GSF</i>	22.63 <i>Gallons / GSF</i>

Percentage reduction in potable water use per unit of floor area from baseline:

1.58

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	330 <i>Acres</i>	330 <i>Acres</i>

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	154,165.97 <i>Gallons / Acre</i>	119,058.02 <i>Gallons / Acre</i>

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:

0

A brief description of the institution's water-related behavior change initiatives:

Lafayette has implemented several water-related behavior change initiatives in the past couple years. LEAP placed small signs with song lyrics about water and "turn off when not in use" language around public bathroom faucets.

During the Spring of 2019, the Student Government Sustainability Committee campaigned for shorter showers in the Residence Halls by placing signs with facts on water use and limiting showers to 2-3 songs (as many students have expressed that they listened to music in the shower). The Committee also made fun shower playlists with sustainability related songs to encourage mindful water use.

A brief description of the institution's water recovery and reuse initiatives:

Lafayette employees a rainwater collection system on the roof of an operations building to feed into the irrigation of our 3 acre organic farm.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

Low-flow shower heads, sinks, aerators, and toilets are the standard when renovating bathroom. Preventive maintenance is conducted on steam traps and steam lines are monitored for leaks and replaced when discovered. Preference is given to native drought resistant plant species to reduce the necessity of irrigation.

Website URL where information about the institution's water conservation and efficiency efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Scott Kennedy, Kendall Roberson and Nick DeSalvo contributed to reporting this credit

Rainwater Management

Score

0.50 / 2.00

Responsible Party

Scott Kennedy
Director of Facilities Operations
Finance & Administrative

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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

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

Which of the following best describes the institution's approach to rainwater management?:

No written policies, plans or guidelines, but green infrastructure and LID practices are used

A brief description of the institution's green infrastructure and LID practices:

Lafayette College has two small rainwater collection tanks. The collected rainwater is used for irrigation. A third collection tank will be installed this year at the new residence hall.

A copy of the institution's rainwater management policy, plan, and/or guidelines:

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

Website URL where information about the institution's green infrastructure and LID practices is available:

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 5.88

Points Available 9.00

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

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.00 / 4.00
Inclusive and Participatory Governance	1.88 / 3.00
Reporting Assurance	0.00 / 1.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	Delicia Nahman Director of Sustainability Sustainability

Criteria

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

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:

Yes

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

The Lafayette College Sustainability Committee seeks to enhance the core mission of the college while expanding to the campus community and beyond. We wish to help ourselves, and all with whom we come in contact, to become more educated regarding the choices that that will enable us to become better stewards of our planet.

It has been a standing committee since 2013 that meets monthly throughout the academic year with representation from the faculty, communications, plant operations, senior staff, facilities planning & construction, student body (LEAP, SEES, etc.), dining services (Bon Appetit), LaFarm, Lehigh Valley Association of Independent Colleges and others.

Members of each committee, including affiliations and role:

Faculty:

David Brandes
Ben Cohen
Dru Germanoski
Arthur Kney
Julia Nicodemus
Megan Rothenberger
Kira Lawrence
Heath Hitchcock
Mike McGuire
Haritha Malladi

Students:

Kyle Low
Emma Stierhoff

Jacob Hoffner
Evan Savage
Andrea Bonilla
Hannah Koch
Kate Rogers
Kyle Blumenthal
Lucie Lagodich
Addie King
Zoe Peerman

Administration:
Mary Wilford-Hunt
Alana Albus
Janine Casey
Katie Neitz
Chris Tomik
Lisa Miskelly
Marie Fechik-Kirk
Nick DeSalvo
Millie Smith
Tim Uhrich

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:

Yes

A brief description of each sustainability office:

The Office of Sustainability leads the visioning and strategy for Lafayette College's race to carbon neutrality and the integration of sustainability principles throughout operations, educational experience, community engagement, and campus culture.

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

4

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Delicia Nahman, Sustainability Director, Kendall Roberson, Sustainability Fellow, Nick DeSalvo, Energy Manager, Lisa Miskelly, Associate Director of Food and Farm

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

Since 2013, Lafayette's Sustainability Committee has fostered sustainable initiatives such as the revamping and launch of the college's sustainability website, participated in hosting the Lehigh Valley Association of Independent Colleges Sustainability Conference, worked with academic departments to research many areas of sustainability including alternative transportation, recycling, STARS Rating System, and Nitrogen Footprint calculations. It has worked with Plant Operations on projects such as evaluating single versus dual stream recycling programs, implemented energy audit energy conservation measures, furthered the recycling of textbooks, batteries, printer cartridges and electronics, continued to support composting efforts. Finally, the Committee has had significant input in

generating documents including greenhouse gas calculation, a campus wide energy audit, our climate action plan, and the college's energy policy.

Job title of the sustainability officer position:

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Website URL where information about the institution's sustainability coordination is available:

<https://sustainability.lafayette.edu/office-of-sustainability/>

Additional documentation to support the submission:

Sustainability Planning

Score

3.00 / 4.00

Responsible Party

Delicia Nahman
Director of Sustainability
Sustainability

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

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

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

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

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

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:

Yes

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

Per Climate Action Plan 2.0:

- Hire Two Dedicated Environmental Faculty
- Leverage CAP 2.0 to Create Novel Educational Opportunities
- Conduct Collaborative Research
- Use LaFarm and Metzgar as a Model for closed loop systems

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:

Yes

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

Per Climate Action Plan 2.0:

- Increase Involvement in Community Outreach

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:

Yes

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

Per Climate Action Plan 2.0
2021-8% reduction
-increase energy efficiency and conservation
-establish a "green revolving fund" to provide funding for projects
2022-47% reduction
-large-scale off-campus solar project VPPA
2024-1% reduction
-solar array on campus
2027-6% reduction
-small scale hydroelectric project
2033-32% reduction
-install CHP and switch to biogenic fuel source
2035-6% reduction
-carbon sequestration
-carbon offsets

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:

Yes

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

Per Strategic Plan:

<https://president.lafayette.edu/wp-content/uploads/sites/26/2019/05/strategic-direction-annual-report-2019.pdf>

- The Affordability and Distinction through Growth plan will enable the college to award admission to more and more students regardless of financial need. To achieve its goal, Lafayette must increase financial aid by 8.6 percent annually to reach a financial aid budget of more than \$90 million in 2025.

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

The institution's highest guiding document (upload):

Website URL where the institution's highest guiding document is publicly available:

<https://president.lafayette.edu/new-strategic-initiative/>

Which of the following best describes the inclusion of sustainability in the highest guiding document?:

Minor theme

The institution's sustainability plan (upload):

Website URL where the institution's sustainability plan is publicly available:

<https://sustainability.lafayette.edu/wp-content/uploads/sites/19/2019/04/Climate-Action-Plan-2.0.pdf>

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

The formal statement in support of sustainability:

The institution's definition of sustainability:

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	---
The Higher Education Sustainability Initiative (HESI)	---
ISCN-GULF Sustainable Campus Charter	---
Pan-Canadian Protocol for Sustainability	---
SDG Accord	---
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	Yes
The Talloires Declaration (TD)	---
UN Global Compact	---
Other multi-dimensional sustainability commitments (please specify below)	Yes

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

President Alison Byerly signed the "We Are Still In" joint declaration for support of the Paris Climate Agreement in 2017

Website URL where information about the institution's sustainability planning efforts is available:

http://rs.acupcc.org/site_media/uploads/cap/754-cap.pdf

Additional documentation to support the submission:

Inclusive and Participatory Governance

Score	Responsible Party
1.88 / 3.00	Amir Tejani Special Asst for Strategic Planning & Implementation Office of the President

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution's decision-making processes. The institution's contributions to and participation in community decision-making processes do not count.

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

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution's formal participatory or shared governance bodies:

The highest governing body is the Board of Trustees. The Board invites officers or representatives of the President of the Alumni Association, the Clerk of the Faculty and the Student Government President as it deems advisable to attend Board meetings to participate in discussion but not to vote. These individuals prepare reports the Trustees read in preparation for on-campus meetings and often prepare presentations or provide updates on campus issues at Board meetings.

Students have input on the College's mission through student representatives on both Faculty and Trustee committees and meetings as well as Student Government's formal and informal meetings with the Trustees, Faculty, and Administration.

All faculty at Lafayette are invited to monthly meetings of the faculty, where business is conducted (including the adoption of policies, strategic plans, and other academic standards) following parliamentary procedure. However, while all faculty are invited to attend, only non-visiting Instructors, Assistant Professors, Associate Professors, Professors, and Librarians with professional status may vote. Further, those faculty have the right to speak repeatedly to an issue, a right not extended to other attendees of the meetings, though in practice this right has been offered to all in attendance.

Non academic staff are represented by the Administrative Staff Council, who are elected by their peers. The council holds meetings with cabinet level leadership and are representative of staff concerns across the institution. There is also a union organization on campus that represents secretarial and trade related employees that works directly with the administration to negotiate relevant policies and compensation.

Total number of individuals on the institution's highest governing body:

34

Number of students representing their peers as official members of the institution's highest governing body:

0

Number of academic staff representing their peers as official members of the institution's highest governing body:

0

Number of non-academic staff representing their peers as official members of the institution's highest governing body:

0

Number of women serving as official members of the institution's highest governing body:

12

Percentage of official members of the highest governing body that are women:

35.29

Website URL where information about the institution's highest governing body may be found:

<https://trustee.lafayette.edu/board-organization/trustees/>

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:

Yes

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

Lafayette engages with several community groups on a regular basis. The position of Assistant to the President for Board and Community Relations serves as a conduit for external stakeholder engagement with the college. Specifically, this employee of the college works with members of the community on the development of strategic town gown relations and relevant programming and policies that impact the community and institutional relationship. As part of this work the college annually hosts a town hall meeting where members of the community are invited to discuss the state of the college and issues related to community engagement between the college and external stakeholders.

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:

Website URL where information about the institution's governance structure is available:

<https://provost.lafayette.edu/wp-content/uploads/sites/25/2019/05/2018-19-Faculty-Handbook-rev-5-1-19.pdf>

Additional documentation to support the submission:

[2018-19-Faculty-Handbook-rev-5-1-19_wNuV4GA.pdf](#)

Data source(s) and notes about the submission:

<https://studentgovernment.lafayette.edu>

<https://sites.lafayette.edu/admincouncil/>

<https://news.lafayette.edu/2019/08/22/lafayette-names-community-members-to-partners-forum-planning-committee/>

Reporting Assurance

Score	Responsible Party
0.00 / 1.00	Delicia Nahman Director of Sustainability Sustainability

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the [STARS Review Template](#) and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
 - All required reporting fields, attachments, inventories, and URLs are included;
 - Reported information meets credit criteria and is consistent with required timeframes; AND
 - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.
5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.
6. The Liaison or other primary contact uploads:
 - A statement of affirmation from each reviewer, AND
 - The completed [STARS Review Template](#).

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Diversity & Affordability

Points Claimed 7.63

Points Available 10.00

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

Credit	Points
Diversity and Equity Coordination	1.33 / 2.00
Assessing Diversity and Equity	0.88 / 1.00
Support for Underrepresented Groups	2.42 / 3.00
Affordability and Access	3.00 / 4.00

Diversity and Equity Coordination

Score

1.33 / 2.00

Responsible Party

Annette Diorio
VP for Campus Life
Campus Life

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Office of Intercultural Development advances Lafayette's commitment to diversity and inclusion through educational outreach, cultural programming, support and advocacy of historically marginalized groups, and community building. It is our goal that students and employees will have numerous opportunities at Lafayette to develop their multicultural competence and to commit to lifelong learning about our world and its diverse citizens.

Diversity, Equity, and Inclusion Council

The Diversity, Equity, and Inclusion Council works to ensure that diversity and inclusion expressed in various forms, remain integral to excellence at Lafayette College. The Council reports to the President and is composed of the Dean of the Faculty, Dean of Students, and the Associate Vice President for Human Resources; the Dean of the Faculty serves as council convener. The Council will assist in establishing priorities, ensuring open and transparent communication, facilitating connections between standing committees, and monitoring progress toward stated objectives related to efforts aimed at enhancing diversity, equity, and inclusion at the College.

Sample Goals

- promotion of diversity, equity, and inclusion on campus, broadly speaking (hiring, retention, climate, discourse, curriculum, programming)
- e.g., proactive efforts as well as a responsive role; building resources and making these accessible
- outreach to the campus community
- e.g., integrated communications about campus efforts, hosting discussions with the campus community
- liaison to campus individuals and groups that work to promote diversity, equity, and inclusion such as the faculty diversity committee, CITLS, Kaleidoscope, QUEST
- e.g., coordinating initiatives
- communication nexus on DEI matters for campus community members
- i.e., facilitate multilateral communications
- assessment of DEI initiatives and projects

Estimated proportion of students that has participated in that has participated in

cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Kaleidoscope is a group of social justice peer educators who encourage student leaders to take an active role in campus education on issues of multiculturalism, equity, and social justice.

What is it?

Kaleidoscope is an organization that encourages Lafayette students to take an active role in promoting intercultural exchange and exploring issues of multiculturalism, equity, and social justice. The program challenges social justice student educators and participants to think critically about their communities.

How does it work?

Kaleidoscope has open meetings on a regular basis to discuss current events and issues related to social justice. Any student on campus can be a part of the organization by showing up regularly for conversations. Faculty and staff are also welcome to attend. Events are posted on the campus calendar. Regular Kaleidoscope discussions are facilitated by Student Coordinators of Peer Education (SCOPES).

In addition to regular discussions, SCOPES are available by request to facilitate dialogue for any group or organization. Residence hall floors, fraternity and sorority houses, student organizations, athletic teams, First Year Seminars, and other groups identify topics that they would like to discuss and request a Kaleidoscope program that is tailored to meet their needs. If a group is unsure what topic would be relevant for its members, there are foundational programs called "Social Justice 101" and "Understanding the Big 8" which are the most popular requests.

What are the learning outcomes?

for scopes

Through active participation and engagement, SCOPES learn how to:

Explain key social justice concepts

Critically examine sources of information

Design effective presentations

they develop skills in:

Intercultural communication

Facilitating difficult conversations

Becoming allies

for participants

Through active engagement in a Kaleidoscope presentation, participants are able to:

Recall key social justice concepts

Give examples of power and privilege in society

Outline personal goals for further development of multicultural competence

Please note: There is no formal cultural competence training program for faculty and staff, but there are numerous single events and activities offered on campus that help to advance cultural competencies.

Website URL where information about the institution's diversity and equity office or trainings is available:

<http://intercultural.lafayette.edu/>

Additional documentation to support the submission:

Assessing Diversity and Equity

Score
0.88 / 1.00

Responsible Party

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

In the spring semester of 2018, Lafayette students, faculty and staff were invited to participate in a campus climate study.

The goal of the survey, developed by the College's Climate Study Team and Demographic Perspectives, was to assess general impressions of campus climate, broadly defined, in order to get a sense of how different populations feel about their place in our community.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success?:

Yes

Does the assessment process address employee outcomes related to diversity and equity?:

Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

Survey results were grouped into areas of
climate
bias, intimidation and unfair behavior
diversity and inclusion
campus communications

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

Yes

A brief description of how the assessment results are shared with the campus community:

A series of open meetings. Results are available through password-protected sign in to all members of the community.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

No

The diversity and equity assessment report or summary (upload):

Website URL where the diversity and equity assessment report or summary is publicly posted:

Website URL where information about the institution's diversity and equity assessment efforts is available:

<https://campusclimate.lafayette.edu/2018-campus-climate-survey/>

Additional documentation to support the submission:

Support for Underrepresented Groups

Score	Responsible Party
2.42 / 3.00	Annette Diorio VP for Campus Life Campus Life

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.
2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). 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.)
 - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics.
 - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

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

Does the institution have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

Lafayette College does not discriminate on the basis of race, color, national or ethnic origin, disability, religion, age, military or veteran status, sex, sexual orientation, gender identity or expression, marital or familial status, pregnancy, genetic information, or any other characteristic protected by law in its educational programs and activities, admissions, or employment as required by Title IX of the Educational Amendments of 1972 (which requires that the College not discriminate on the basis of sex); the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 (which requires that the College not discriminate on the basis of disability); Title VI of the Civil Rights Act of 1964 (which requires that the College not discriminate on the basis of race, color, or national origin); and Title VII of the Civil Rights Act of 1964 (which requires that the College not discriminate in employment on the basis of race, color, religion, sex, or national origin); and other applicable laws and College policies.

<https://www.lafayette.edu/non-discrimination/>

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:

Yes

A brief description of the institution's discrimination response protocol or team:

The Lafayette College Bias Response Team (BRT) was established by a coalition of students, faculty, and administrators to provide a mechanism for the timely response to acts of intolerance and resolve conflicts in a spirit of civil discourse and mutual accountability. The BRT makes recommendations to the Vice President for Campus Life for educational and supportive responses to incidents of bias on campus. In addition, the BRT serves as a campus-wide public presence to provide direct support to individuals who have been targets of or witnessed bias-related incidents to report these incidents and seek assistance.

An One Pard Universal Reporting form, available online, is routed to the following individuals according to the type of issue.

Sexual misconduct or relationship violence: Director of Educational Equity (610) 330-5338 and Deputy Title IX Coordinators (610)330-5285,-5814,-5082.

Hazing: Assistant Dean of Students (610)330-5082 and Director of Student Involvement (610)330-5556

Incidents of bias: Bias Response Team, led by the Director of Religious and Spiritual Life (610)330-5959

Mental health and/or substance misuse: Student Support and Intervention Team, led by the Assistant Dean of Students (610)330-5082

Athletics concern: Associate Director of Compliance & Student Athlete Development (610)330-4421 and Director of Athletics (610)330-5470

All other reports are sent to the Assistant Dean of Students, who will route them to the appropriate person or group for response. If reporting an emergency or needing an immediate response, contact Public Safety at (610)330-4444 (emergency) or (610)330-5330 (non-emergency).

Bias-motivated behaviors that violate provisions of the Lafayette College Code of Conduct or Pennsylvania state law are addressed through the College's disciplinary process and/or the criminal courts. Discriminatory or bias-motivated behaviors that violate neither the law nor the Code of Conduct are addressed through a conflict-resolution process.

Bias Response Team URL :

<https://deanofstudents.lafayette.edu/community-support-and-response/bias-response-team/>

OnePard Reporting System URL:

<https://onepard.lafayette.edu/>

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:

Yes

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:

No

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

The Hanson Center serves as a home for research and programming and addresses the national need to recruit more women and underrepresented minority students to the sciences.

URL:

<https://news.lafayette.edu/2017/11/10/positioning-students-for-success/>

The Air Products–Ghasemi Professorship (an endowed faculty chair in engineering and related facilities) furthers Lafayette's strategic goal to attract more underrepresented groups to our engineering programs faculty—interdisciplinary fields such as bioengineering, environmental engineering, and robotics that cross the traditional boundaries of engineering.

URL:

<https://news.lafayette.edu/2018/02/12/donations-endow-new-interdisciplinary-engineering-professorship/>

The Office of Admissions and the Office of Intercultural Development host a yearly program where Lafayette College invites students who identify as first generation, people of color, LGBTQ+ and/or community-building enthusiasts searching for a diverse college community to our annual program, Prologue. Prologue is a beloved program that serves as the catalyst for students to begin writing an introduction to their college chapter. We encourage our admitted students to claim their identities and celebrate that those identities do not exist in a vacuum, but rather create vibrant communities.

URL:

<https://firstyear.lafayette.edu/campus-visit-opportunities/>

The Office of Intercultural Development promotes a welcoming, inclusive, and equitable campus community through programming, outreach, support and advocacy, and community building.

URL:

<https://intercultural.lafayette.edu/>

Our Beloved Community is named for Dr. Martin Luther King Jr.'s vision of a society that embraces each of its members and celebrates their differences. We seek students nationwide to join the Lafayette community in a celebration that will feature interactive discussions on a variety of social justice topics.

A sampling of session titles from last year includes:

This is Your Brain on Diversity

The Price of Pigment

The Mathematics of Social Justice

WITW is LGBTQ? What about QuEST?

Cultural Appropriation vs. Cultural Appreciation

Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:

No

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:

No

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

Safe Zone training of the campus community is ongoing and provides safe places where people can go to learn more, about their own gender/sexuality and deepen their understanding of LGBTQ issues and reduce homophobia and heterosexism on campus.

Lafayette has a Kaleidoscope program which encourage Lafayette students to take an active role in promoting intercultural exchange and exploring issues of multiculturalism, equity, and social justice. Kaleidoscope has open meetings on a weekly basis to discuss current events and issues related to social justice. Any student on campus can be a part of the organization by showing up regularly for conversations. Faculty and staff are also welcome to attend.

The Kaleidoscope programs are facilitated by Student Coordinators of Peer Education (SCOPES), groups of peers trained to facilitate diversity and social justice education workshops and programs across campus. The programs challenge student educators and peer participants to think critically about their communities.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:

Yes

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

Lafayette College is a member of the Consortium for Faculty Diversity at Liberal Arts Colleges, which invites applications for dissertation fellowships and post-doctoral fellowships from those who will contribute to increasing the diversity of member colleges. Please find more information here:

<http://www.gettysburg.edu/about/offices/provost/cfd/>

Lafayette College also includes the College's Diversity Statement in each ad for a faculty position. Find the statement here:

<http://provost.lafayette.edu/policies-and-procedures/diversity-and-inclusiveness-statement/>

The College's new faculty recruitment's second general procedure states that the search committee also reflects diversity whenever possible. Please find the list of principles and procedures here:

<http://provost.lafayette.edu/faculty-recruitment/>

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

No

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Website URL where information about the institution's support for underrepresented groups is available:

<https://intercultural.lafayette.edu/kaleidoscope/>

Additional documentation to support the submission:

Affordability and Access

Score

3.00 / 4.00

Responsible Party

Tony Pace
Associate Director of Admissions
Admissions

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

- A. Percentage of need met, on average, for students who were awarded any need-based aid
- B. Percentage of students graduating without student loan debt
- C. Percentage of entering students that are low-income
- D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

Percentage of need met, on average, for students who were awarded any need-based aid :

100

Percentage of students graduating without student loan debt:

61

Percentage of entering students that are low-income:

11

Graduation/success rate for low-income students:

87

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

Lafayette meets ~100% of need-based financial-aid. POSSE internship program brings in 10 low-income students from New York City and Washington, D.C. covering their full-tuition.

In addition to POSSE Foundation, we also have partnerships where we conduct workshops to support effort to build college going culture (essay writing, case studies, interview blitz), and engage them during travel:

- * The Opportunity Network
- * SEO Scholars
- * Achievement First Charter School Network
- * Uplift Charter School Network
- * Philadelphia Futures
- * Mastery Charter School Network
- * IDEA Charter School Network
- * Posse Foundation

A brief description of notable policies or programs to support non-traditional students:

Case-by-case basis (above).

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

1.70

Website URL where information about the institution's accessibility and affordability initiatives is available:

<https://admissions.lafayette.edu/college-costs/>

Additional documentation to support the submission:

Investment & Finance

Points Claimed 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit		Points
Committee on Investor Responsibility	0.00 / 2.00	
	0.00 / 4.00	
This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:		
	Total value of the investment pool (US/ Canadian dollars)	Total points available for the credit
Sustainable Investment	\$1 billion or more	5
	\$500 - 999 million	4
	Less than \$500 million	3
Close		
Investment Disclosure	0.00 / 1.00	

Committee on Investor Responsibility

Score

0.00 / 2.00

Responsible Party

Joseph Bohrer
Chief Investment Officer
Lafayette College Office of Investments

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution 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 a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Does the CIR include academic staff representation?:

Does the CIR include non-academic staff representation?:

Does the CIR include student representation?:

Members of the CIR, including affiliations and role:

Examples of CIR actions during the previous three years:

Website URL where information about the institution's committee on investor responsibility is available:

Additional documentation to support the submission:

Sustainable Investment

Score
0.00 / 4.00

Responsible Party

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/ Canadian dollars)	Total points available for the credit	Joseph Bohrer Chief Investment Officer Lafayette College Office of Investments
\$1 billion or more	5	
\$500 - 999 million	4	
Less than \$500 million	3	

[Close](#)

Criteria

Part 1. Positive sustainability investment

Institution invests in one or more of the following:

- Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).
- Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1.
- Green revolving loan funds that are funded from the endowment.

Part 2. Investor engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g., to consider the social and/or environmental impacts of investment decisions in addition to financial considerations).
- Uses its sustainable investment policy to select and guide investment managers.
- Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.

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

Total value of the investment pool:

832,000,000 US/Canadian \$

Value of holdings in each of the following categories:

	Value of holdings
Sustainable industries (e.g., renewable energy or sustainable forestry)	0 US/ Canadian \$
Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy)	0 US/ Canadian \$
Sustainability investment funds (e.g., a renewable energy or impact investment fund)	0 US/ Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/ Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/ Canadian \$
Green revolving funds funded from the endowment	0 US/ Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

The Endowment does not make any investment decisions regarding individual companies but instead invests with external investment managers who invest in equities, fixed income, and other assets on our behalf.

Percentage of the institution's investment pool in positive sustainability investments:

0

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the sustainable investment policy is applied:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

n/a

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution participate in a public divestment effort and/or have a publicly available investment policy with negative screens?:

No

A brief description of the divestment effort or negative screens and how they have been implemented:

n/a

Approximate percentage of endowment that the divestment effort and/or negative screens apply to:

0

Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

Website URL where information about the institution's sustainable investment efforts is available:

Additional documentation to support the submission:

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	Joseph Bohrer Chief Investment Officer Lafayette College Office of Investments

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

A copy of the investment holdings snapshot:

Website URL where the investment holdings snapshot is publicly available:

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	---
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	---

Does the institution engage in proxy voting?:

No

Are proxy voting records included in the snapshot of investment holdings?:

Website URL where information about the institution's investment pool is available:

Additional documentation to support the submission:

Wellbeing & Work

Points Claimed 2.78

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.51 / 3.00
Assessing Employee Satisfaction	0.54 / 1.00
Wellness Program	0.75 / 1.00
Workplace Health and Safety	0.98 / 2.00

Employee Compensation

Score

0.51 / 3.00

Responsible Party

Lisa Youngkin Rex

Director of Human Resources/Employment
Human Resources

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use [Living Wage Canada](#)’s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

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

The local living wage (based on a family of four and expressed as an hourly wage):

15.96 US/Canadian \$

Percentage of employees that receive a living wage (benefits excluded):

92

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:

Yes

A list or brief description of significant on-site contractors:

BrightView Landscaping, Bon Appetit Dining Services and CSI Cleaning Services

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):

0

Total compensation provided to the institution’s lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:

None of the above (i.e. the lowest paid regular employee or pay grade earns less than the living wage)

A brief description of the minimum total compensation provided to the institution’s lowest paid employee or pay grade:

All compensation is assessed based on the minimum wage standards, employees are allowed basic needs and double the minimum wage standard.

Has the institution made a formal commitment to pay a living wage?:

A copy or brief description of the institution's written policy stating its commitment to a living wage:

Website URL where information about employee compensation is available:

<https://hr.lafayette.edu/employment/Handbooks/>

Additional documentation to support the submission:

Assessing Employee Satisfaction

Score

0.54 / 1.00

Responsible Party

Lisa Youngkin Rex

Director of Human Resources/Employment
Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees assessed, directly or by representative sample:

54

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Fact-finding groups were held in October 2009 to discuss with Lafayette College students, staff, and faculty their perceptions of the campus climate. Informed by these fact-finding groups and by previous work of R&A, the CSWG developed the final survey instrument that was administered in April 2010. The final survey contained 112 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents. All members of the campus community (e.g., students, faculty, and staff) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, student and employee satisfaction, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

It was the intention of the CSWG that the results be used to identify specific strategies to address the challenges facing their community and to support positive initiatives on campus. The recommended next steps include the CSWG and other campus constituent groups using the results of the internal assessment to help to lay the groundwork for future initiatives.

Website URL where information about the employee satisfaction and engagement evaluation is available:

Additional documentation to support the submission:

Wellness Program

Score

0.75 / 1.00

Responsible Party

Lisa Youngkin Rex

Director of Human Resources/Employment
Human Resources

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

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

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:

Yes

A brief description of the institution's wellness and/or employee assistance program (s):

The Office of Human Resources has established the Lafayette Employee Wellness Program (LeWP), and intends to continue its ongoing efforts in advancing a culture of health and wellness promotion at the College. In partnering with Highmark Blue Shield, the College hopes to take advantage of Highmark's Health Promotions, which integrates and coordinates population management programs across the entire continuum of care, including wellness, behavior modification, disease management, and care management. Through these aspects, we look forward to engaging members, developing and evaluating programs, and supporting the modification of health behavior. Although we are initially partnering with Highmark Blue Shield, the College must be solely responsible for the ultimate success of this wellness program.

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:

Yes

Does the institution restrict outdoor smoking?:

Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:

No

A copy of the institution's smoke-free policy:

[LAFAYETTE_COLLEGE_SMOKING_POLICYv1.pdf](#)

The institution's smoke-free policy:

Smoking is prohibited in all Lafayette College buildings including private offices and restrooms. Accordingly, College buildings are completely smoke free. In order to accord the most healthful conditions and pleasant environment for employees, students, and visitors entering and leaving campus buildings, smoking is not permitted near building main entrances. This policy also prohibits vaping and juuling, which is the use of electronic nicotine delivery systems or electronic smoking devices (also known as juul pods, e-cigarettes, e-cigars, e-hookahs, and epipes) anywhere that tobacco smoking is prohibited. Locations where smoking is permitted have been determined for certain buildings as noted and will be established for other buildings as the need arises. Smoking is permitted only in the following areas outside these facilities: Acopian Engineering Center - rear entrance to Dana laboratory extension Markle Hall - canopy at the rear of the building (accessed via copy machine room in basement) Marquis Hall - the outermost portion of the retaining wall (20-25 ft from the building) Pardee Hall - south entrance Skillman Library - west entry adjacent to parking lot Williams Center - loading dock or east entry

Website URL where information about the institution's wellness programs is available:

<http://hr.lafayette.edu/wellness/>

Additional documentation to support the submission:

Workplace Health and Safety

Score

0.98 / 2.00

Responsible Party

Matt Hammerstone

Supervisor of environmental, health and safety
Public Safety

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

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

Does the institution have an occupational health and safety management system (OHSMS)?:

Yes

Does the system use a nationally or internationally recognized standard or guideline?:

No

The nationally or internationally recognized OHSMS standard or guideline used:

A brief description of the key components of the custom OHSMS:

Standard operating procedures are used to identify and control hazards, prevent injuries, and encourage positive health and safety work practices.

Systems of communication and problem-solving, such as the College's safety committee, have been established to involve employees in decisions that affect their health and safety and recognize the importance of their opinions and experience.

Environmental, Health and Safety staff conduct regular inspections, audits, and training to ensure compliance with regulations and industry guidelines.

Annual number of recordable incidents of work-related injury or ill health:

18

Full-time equivalent of employees:

874

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

All employees are encouraged to report all incidents and near-misses. All incidents are reported to EHS and tracked and calculated in a database.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:

2.06

Website URL where information about the occupational health and safety program is available:

<http://publicsafety.lafayette.edu/environmental-health-and-safety/policy/>

Additional documentation to support the submission:

Innovation & Leadership

Innovation & Leadership

Points Claimed 3.25

Points Available 3.50

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

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the [STARS website](#). These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
Community Garden	0.50 / 0.50
Textbook Affordability	0.25 / 0.50
Voter Education and Support	0.50 / 0.50
Innovation A	0.50 / 0.50
Innovation B	0.50 / 0.50
Innovation C	0.50 / 0.50
Innovation D	0.50 / 0.50

Community Garden

Score

0.50 / 0.50

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Institution hosts a community garden on institution-owned land that allows local community members to grow their own food.

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

A brief description of the institution's community garden:

LaFarm, our three-acre Community Garden and Working farm, began in 2009 through a student-generated project to allow the Lafayette Community a place to grow their own produce, build community, and share food together. Our Community Garden sits on 1 acre; we currently offer 35 full (20' x 40') or half (10' x 40') garden plots for members of the community to rent for a season, which includes access to water through a student-built rainwater collection system, tools, educational events, bulk purchasing of seeds and supplies, and community-building programs such as work parties and potlucks.

Our community garden is about growing great food in a healthy environment; LaFarm works to strengthen a sense of community through a common goal of stewardship & cooperation.

Website URL where information about the community garden is available:

<https://garden.lafayette.edu>

Estimated number of individuals that use the institution's community garden annually:

30

Additional documentation to support the submission:

Textbook Affordability

Score

0.25 / 0.50

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Institution supports textbook affordability by:

- Hosting a peer-to-peer textbook exchange program, textbook lending library, or an alternate textbook project covering multiple divisions or departments; AND/OR
 - Providing incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks (or alternate textbooks composed of open educational resources). The incentives may include honors, fellowships, titles, monetary rewards, and/or release time.
-

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

Does the institution host a peer-to-peer textbook exchange program, textbook lending library, or alternate textbook project?:

No

A brief description of the textbook exchange program, textbook lending library, or alternate textbook project:

Does the institution provide incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks?:

Yes

A brief description of the incentives to encourage the authorship, peer review, and/or adoption of open access textbooks:

The purpose of the Open Educational Resources and Affordability Initiative is to encourage the development of alternatives to high-cost textbooks and course materials at Lafayette. The program aims to support the adoption, adaptation, creation, or reuse of Open Educational Resources (OER) or other low cost alternatives to commercial textbooks and course materials. The program supports faculty who want to make the transition to low cost alternatives by providing grants and assistance for reworking course syllabi or creating new free materials.

Website URL where information about the textbook affordability incentives is available:

<https://library.lafayette.edu/oer/>

Additional documentation to support the submission:

Voter Education and Support

Score

0.50 / 0.50

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Institution has been recognized by/as one of the following during the previous three years:

- [Voter Friendly Campus](#) (U.S.),
 - [ALL IN Campus Democracy Challenge](#) (Silver level or higher) (U.S.), OR
 - An equivalent, external voter education and support recognition program approved by AASHE
-

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

Has the institution earned the following during the previous three years? :

	Yes or No
Voter Friendly Campus (U.S.)	No
ALL IN Campus Democracy Challenge (Silver level or higher) (U.S.)	Yes
An equivalent, external voter education and support recognition program approved by AASHE	No

Documentation affirming the institution's recognition for voter education and support:

[Lafayette-College-NSLVE-2018.pdf](#)

Website URL where information affirming the institution's recognition for voter education and support is available:

<https://www.allinchallenge.org/campuses/lafayette-college/>

Additional documentation to support the submission:

Innovation A

Score

0.50 / 0.50

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

LaSeed Library

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

In the Spring of 2017, LaFarm and Skillman Library partnered to start the LaSeed Library. LaFarm purchases bulk organic seed to grow food for campus dining halls. It often has surplus seeds at the end of the growing season and was interested in organizing and creating a resource for campus and community members interested in gardening. After designing eye-catching seed packets, we decided to start out with fourteen seed varieties that would be easy to grow and that appeal to students who could grow them in their dorm rooms. We had a soft launch during Family Weekend at the start of the year where we gave away seeds and provided a 'make and take' basil planting project. This was followed by a garlic planting event before Thanksgiving. The reception so far has been very positive from faculty, staff and students. Seeds from the LaSeed Library are available

at the circulation desk and do not need to be returned. Individuals simply choose which variety they want and then they will receive basic planting instructions.

The LaSeed Library will also be accessible to the whole community, not just the Lafayette community, so we can support community gardeners and gardens. We also aim to educate members about seed saving in hopes that we will be able to develop a bank of seeds from community-contributors and distributors alike. The mission of the LaSeed Library is to increase food security and food justice and to educate and empower community members with knowledge about seed saving and gardening, while creating a collection of the best possible seeds for our community.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Engagement
Food & Dining

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :

<https://dspace.lafayette.edu/bitstream/handle/10385/2180/BB-v31-n01.pdf>

Additional documentation to support the submission:

Innovation B

Score

0.50 / 0.50

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

LaFarm Market

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

The LaFarm Market runs July-October and sells fresh fruits, vegetables, herbs and flowers grown at the Lafayette College Farm (LaFarm). All items for sale are grown, harvested, and sold by students working at LaFarm during the summer and fall semesters.

The LaFarm Market accepts cash and card and also sells pasta sauce and salsa made from LaFarm grown ingredients. The LaFarm market is well attended by faculty, staff, and students. The Lafayette Early Learning Center (day care) brought their kids during the summer to shop the fresh produce. They loved getting to buy carrots "with the fluffy tops!"

Customers are encouraged to bring their own bags, but paper bags are provided when they forget. HR helps promote the market as an opportunity for faculty and staff to take a walk outside, interact with others they might not normally see on campus, and purchase healthy foods for their families.

**Which of the following impact areas does the innovation most closely relate to?
(select up to three):**

Food & Dining

**A letter of affirmation from an individual with relevant expertise or a press release
or publication featuring the innovation :**

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Innovation C

Score

0.50 / 0.50

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

Cheston Elementary Connected Classrooms

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Through the Connected Classrooms Initiative, students in Professor Andrea Armstrong's class teach environmental lessons to fourth graders at Cheston Elementary school. These lessons take place both in their own classrooms and during special excursions to the College's campus. The elementary school students learn about the environment and get to experience a bit of life on a college campus. The Lafayette students learn how to communicate ideas on a fourth grade level and have an opportunity to interact with Easton residents they may not otherwise meet.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Curriculum
Research
Public Engagement

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

<https://news.lafayette.edu/2018/01/14/iceberg-hamburg-carbon-footprint/>

Additional documentation to support the submission:

Innovation D

Score

0.50 / 0.50

Responsible Party

Kendall Roberson
Sustainability Fellow
Office of Sustainability

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
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. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
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To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

Sustainability and Female Empowerment

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

In 2017, the Landis Center for Community Engagement established a partnership with The Leadership Center (TLC) in Honduras as part of its Alternative School Break (ASB) program. TLC offers 2-3 year academic and residency programs for approximately 30 young women from diverse backgrounds and locations throughout Honduras. The Leadership Center teaches English, leadership, community development, business and entrepreneurship as well as other liberal arts courses.

Each year, a group of 12 students and 2 learning partners go to TLC as part of the ASB program. On this trip students help develop sustainable systems on the TLC campus and work on English lessons with the young women. Past projects include sustainable agriculture, bridge construction, and solar panels.

**Which of the following impact areas does the innovation most closely relate to?
(select up to three):**

Research

Public Engagement

Air & Climate

**A letter of affirmation from an individual with relevant expertise or a press release
or publication featuring the innovation :**

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

stars.aashe.org Lafayette College | STARS Report |