Temple University
STARS REPORT

Date Submitted: Feb. 21, 2018
Rating: Silver
Score: 50.04
Online Report: Temple University
STARS Version: 2.1

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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 50.04

Rating: Silver

Institutional Characteristics	
Institutional Characteristics	0.00 / 0.00
Academics	
Curriculum	19.28 / 40.00
Research	8.87 / 18.00
Engagement	
Campus Engagement	11.00 / 21.00
Public Engagement	10.92 / 20.00
Operations	
Air & Climate	5.65 / 11.00
Buildings	2.72 / 8.00
Energy	2.62 / 10.00
Food & Dining	2.00 / 8.00
Grounds	1.82 / 3.00
Purchasing	3.11 / 6.00
Transportation	4.64 / 7.00
Waste	5.65 / 10.00
Water	1.02 / 7.00
Planning & Administration	
Coordination & Planning	4.75 / 8.00
Diversity & Affordability	6.14 / 10.00
Investment & Finance	0.00 / 7.00
Wellbeing & Work	2.36 / 7.00
Innovation & Leadership	
Exemplary Practice	0.50 / 1.00
Innovation	4.00 / 4.00

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

Institutional Characteristics

Institutional Characteristics

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 academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

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	Responsible Party
0.00 / Total adjusted for non-applicable credits Close	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

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, below.

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

Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:
Doctoral/Research

Institutional control (Public, Private for-profit, or Private non-profit):
Public

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

This institutional boundary includes Main, Health Science, Podiatric Medicine and Ambler campuses.

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

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

The institutional boundary includes only those campuses where the university has operational control and can enforce a change in policy.

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Updated as of end of FY17.

Operational Characteristics

Score	Responsible Party
0.00 / Total adjusted for non-applicable credits Close	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

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:
282,884,000 *US/Canadian $*

Total campus area:
330 *Acres*

Locale:
Large city

IECC climate zone:
4 - Mixed

Gross floor area of building space:
9,665,936 *Gross Square Feet*

Floor area of laboratory space:
969,904 *Square Feet*

Floor area of healthcare space:
0 *Square Feet*

Floor area of other energy intensive space:
0 *Square Feet*

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Endowment size reported is the "permanently restricted" line in Temple's Fact Book.
Residential area includes: 1300, 1940, Hardwick, Johnson, Morgan, Peabody, Temple Towers, White and Podiatry.

Updated as of end of FY17

Academics and Demographics

Score	Responsible Party
0.00 /	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability
Total adjusted for non-applicable credits	
Close	

Criteria

This section includes variables that provide information about the institution's academic programs, students, faculty and staff. 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 (e.g. colleges, schools):
17

Number of academic departments (or the equivalent):
112

Number of students enrolled for credit:
38,136

Total number of employees (staff + faculty):
8,540

Full-time equivalent student enrollment (undergraduate and graduate):
35,750

Full-time equivalent of employees (staff + faculty):
7,182

Full-time equivalent of students enrolled exclusively in distance education:
506

Number of students resident on-site:
5,541

Number of employees resident on-site:
0

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):
0

Weighted campus users, performance year:
33,204.75

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This data is based on Fall 2016 data.

Academics

Curriculum

Points Claimed 19.28

Points Available 40.00

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	7.14 / 14.00
Learning Outcomes	0.14 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
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
7.14 / 14.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; 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.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement, G. Standards and Terms,* andthe Credit Example, below. 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 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

Part 2

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

"---" *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	1,832	2,635
Number of sustainability courses offered	109	45
Number of courses offered that include sustainability	173	58

Percentage of courses that are sustainability course offerings:
8.62

Total number of academic departments (or the equivalent) that offer courses (at any level):
112

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):
62

Percentage of academic departments with sustainability course offerings:
55.36

A copy of the institution's inventory of its sustainability course offerings and descriptions:
Sustainability Courses MASTER LIST_FY17.pdf

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

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing and/or validating the course inventory :

Courses that address any combination of the five dimensions listed in the Temple University Definition of Sustainability will be designated as "sustainability courses." There are two tiers of sustainability courses. Intensive Sustainability courses devote at least 2/3 of the coursework (e.g. readings, lectures, assignments) to sustainability per the Temple University definition. Sustainability courses devote at least 1/3 or coursework.

How were courses with multiple offerings or sections counted for the figures reported above?:
Each offering or section of a course was counted as an individual course

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

Are the following course types included in the inventory? :

	Yes (included) or No (not included)
Internships	No
Practicums	No
Independent study	No
Special topics	Yes
Thesis / dissertation	No
Clinical	No
Physical education	No
Performance arts	No

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/academics-and-research

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data is based on Fall 2016, with sustainability courses that are only offered in the spring counted in Spring 2017.

Learning Outcomes

Score	Responsible Party
0.14 / 8.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

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

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

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

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):
9,339

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:
158

Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:
1.69

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

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:
No

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:
No

A list or brief description of the institution level or division level sustainability learning outcomes:

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:
Yes

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

*Number of students listed above that graduate from programs that have adopted at least one sustainability learning outcome include the following major programs:

Undergraduate Certificate in Sustainability: The University College offers an undergraduate Certificate in Sustainability. This twelve credit interdisciplinary certificate will provide an opportunity for students to further their knowledge and skills to contribute to sustainable systems from the viewpoint of different disciplines, to help them become effective leaders and agents of change for sustainability, and to make them more competitive in the changing job market as some sectors move to a green collar economy.

http://www.temple.edu/bulletin/Academic_programs/university_college/sustainability.htm

Environmental Studies (BA): Environmental Studies is an interdisciplinary major offered by the Department of Geography and Urban Studies that examines the nature, causes and consequences of human interactions with the environment. Students in Environmental Studies gain the intellectual and methodological tools to understand and address the crucial environmental issues of our time and the impact on individuals, society, and the planet. Students are introduced to a physical lab science, an understanding of the economic system, and social science methods in order to prepare for our core courses. The Environmental Studies core courses are designed to develop the theoretical and methodological frameworks and tools necessary to understand the relationships between people and their environment as they interact through local to global connections. Students examine environmental policy and the role of political institutions; environmental decision-making; natural hazards and risk assessment; environmental ethics and legal issues; and environmental justice. The electives give students the opportunity to develop an area of emphasis around their particular interests.

http://bulletin.temple.edu/undergraduate/liberal-arts/environmental-studies/ba-environmental-st

udies/

Environmental Science (BS): Students will be equipped with the scholarly background and intellectual skills to understand a wide range of pressing environmental issues, and they will come to appreciate the physical, economic, political, demographic, and ethical factors that define those issues. Among the many environmental problems central to our program are groundwater contamination, suburban sprawl, river basin management, environmental justice, and the greening of abandoned urban spaces. Our graduates find employment with government environmental agencies, citizens' organizations, consulting firms, and corporate environmental affairs departments.

http://bulletin.temple.edu/undergraduate/science-technology/earth-environmental-science/environ

mental-science-bs/

Geography and Urban Studies (MA, PhD): The Geography and Urban Studies major and minor combine the discipline of geography and the field of urban studies to offer a program that emphasizes geographic theory and methods to the study of urban and regional processes and problems in the U.S. and international settings. Students in Geography and Urban Studies are equipped with the intellectual and methodological tools necessary to understand and address a wide range of environmental, economic, social, and political challenges that are central to the well-being of billions of people in an urbanizing world. The major and minor focus on the four themes of globalization, sustainability, social justice, and geographic methods that are increasingly central to understanding and addressing global challenges. There is a resurgence of interest in geographic theory and methods that examine the complexity of human-environmental interactions; the increasing interconnectedness of the global economy, environment, culture and politics; and the importance of place/context in people's daily lives.

http://bulletin.temple.edu/undergraduate/liberal-arts/geography-urban-studies/

City and Regional Planning (MS): The M.S. in City and Regional Planning is the terminal degree for the planning profession. The primary purpose of the program is to develop skilled practitioners for the dynamic opportunities available in the government, non-profit, and private sectors. Students graduate with strengths in sustainability, environmental planning, community engagement, and advanced methods as well as a broad-based understanding and awareness of the physical and economic aspects of planning, sensitivity to the social and environmental impact of planning decisions, and a knowledge of governmental structures as they apply to planning. The program's strength in sustainability and environmental planning reflects a commitment to the late Ian McHarg's notion of ecologically based planning and takes advantage of the fact that Dr. William Cohen, Professor of Practice, studied with Professor McHarg at the University of Pennsylvania. The concept of an ecologically based planning program involves placing a greater emphasis on the physical sciences than is found in most U.S. planning programs. The program's emphasis also stems from its emergence from Temple University's Center for Sustainable Communities.

http://bulletin.temple.edu/graduate/scd/tyler-div/city-regional-planning-ms/

Environmental Engineering (BS, MS, PhD): Environmental engineering professionals work at the interface of human society and the natural environment, aiming to find solutions to the world's challenges of air, land, and water pollution and sustainability. The environmental engineering curriculum at Temple University provides a fully-integrated design experience within a multidisciplinary learning environment. Students begin their undergraduate studies with courses in advanced mathematics, chemistry, and physics, as well as engineering. As they progress, the coursework becomes more discipline specific and includes topics such as water and wastewater treatment, air pollution control, environmental hydrology, stormwater management, and others.

http://bulletin.temple.edu/undergraduate/engineering/civil-environmental-engineering/bs-environ

mental-engineering/

Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:
No

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/academics-and-research/degree-offerings

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Graduate rates are from degrees awarded 7/1/2016 thru 6/30/2017; Matching issues because we capture degrees thru Summer.

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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 program, or the equivalent for undergraduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:
Yes

Name of the sustainability-focused undergraduate degree program:
Environmental Studies

A brief description of the undergraduate degree program:

Environmental Studies is an interdisciplinary major offered by the Department of Geography and Urban Studies that examines the nature, causes and consequences of human interactions with the environment. Students in Environmental Studies gain the intellectual and methodological tools to understand and address the crucial environmental issues of our time and the impact on individuals, society, and the planet. Students are introduced to a physical lab science, an understanding of the economic system, and social science methods in order to prepare for our core courses.

The Environmental Studies core courses are designed to develop the theoretical and methodological frameworks and tools necessary to understand the relationships between people and their environment as they interact through local to global connections. Students examine environmental policy and the role of political institutions; environmental decision-making; natural hazards and risk assessment; environmental ethics and legal issues; and environmental justice. The electives give students the opportunity to develop an area of emphasis around their particular interests.

The website URL for the undergraduate degree program:
http://www.cla.temple.edu/gus/undergraduate/environmental-studies/

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

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

The Environmental Science BS is an interdisciplinary degree program that offers students a well-rounded background in the sciences. Students complete a sequence of courses in biology, mathematics and chemistry, and combine this with classes from geology, geography, and economics in order to gain an understanding of the nature of environmental problems and the socioeconomic factors that influence them. Students will be given the opportunity to study specific environmental problems such as groundwater contamination, suburban sprawl, river basin management, environmental justice, and the greening of abandoned urban spaces. The capstone for this major is the Senior Research Seminar in which students gain experience with studying actual environmental issues and methodologies to resolve them.

The website URL for the undergraduate degree program (2nd program):
http://cst.temple.edu/academics/undergraduate-majors-and-programs/environmental-science

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

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

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

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

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

Name of the sustainability-focused undergraduate minor, concentration or certificate:
Undergraduate Certificate in Sustainability

A brief description of the undergraduate minor, concentration or certificate:

This undergraduate certificate will provide an opportunity for students to further their knowledge and skills to contribute to sustainable systems from the viewpoint of different disciplines, to help them become effective leaders and agents of change for sustainability, and to make them more competitive in the changing job market as some sectors move to a green collar economy.

The website URL for the undergraduate minor, concentration or certificate:
http://bulletin.temple.edu/undergraduate/university-college/certificate-sustainability/

Name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):
Minor in Ecological Planning and Design

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

The Minor in Ecological Planning and Design offers all Temple University undergraduate students the opportunity to deepen their understanding of the concept of ecological planning and design. The minor enhances students' understanding of the impact of development on natural resources and processes while gaining an appreciation of ecologically-sensitive design and development. Students will develop leadership and decision making skills relevant to ensuring that design and development takes into consideration ecological, social, political, economic, and governance factors. This minor prepares students for lifelong contributions to the sustainability of the communities in which they live and work.

The website URL for the undergraduate minor, concentration or certificate (2nd program):
http://bulletin.temple.edu/undergraduate/tyler-art-div/minor-ecological-planning-design/

Name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):
Certificate in Environmental Sustainability

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

The Certificate in Environmental Sustainability allows all undergraduate students at Temple University to enhance their major with focused coursework on environmental sustainability. This certificate provides students with an interdisciplinary perspective that draws from the fields of botany, city planning, community development, horticulture, and landscape architecture. Students will gain basic knowledge needed to evaluate environmental problems and to draw environmentally-, socially-, and economically-sound solutions.

The website URL for the undergraduate minor, concentration or certificate (3rd program):
http://bulletin.temple.edu/undergraduate/tyler-art-div/certificate-environmental-sustainability
/

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

Minor in Environmental Studies - Students in Environmental Studies gain the intellectual and methodological tools to understand and address the crucial environmental issues of our time and the impact on individuals, society, and the planet. The minor in Environmental Studies is composed of 18 credits.

http://bulletin.temple.edu/undergraduate/liberal-arts/environmental-studies/minor-environmental

-studies/

Minor in Sustainability Food Systems - Students in the School of Environmental Design as well as students in other colleges, schools, and departments may choose a Minor in Sustainable Food Systems. Through this minor students investigate the complexities of food systems through an interdisciplinary approach that includes horticulture, planning, and public health. Students explore the relationship of farmland preservation, food production practices, and supply alternatives that improve local economies, reduce energy consumption, lower environmental impact, and ensure widespread access to affordable and healthy food. This prepares students to contribute to the overall sustainability of the communities in which they live and work and strengthens students' preparation to work as professionals in environmentally-oriented fields or as citizen activists. Also the minor provides undergraduates with an opportunity to explore the option of graduate studies in planning, horticulture, or related

fields.http://bulletin.temple.edu/undergraduate/tyler-art-div/minor-sustainable-food-systems/

The Certificate in Sustainable Food Systems is available to all undergraduate degree students to complete as part of their studies, and is also available to non-degree students. Through this certificate students investigate the complexities of food systems through an interdisciplinary approach that includes horticulture, planning, and public health. Students explore the relationship of farmland preservation, food production practices, and supply alternatives that improve local economies, reduce energy consumption, lower environmental impact, and ensure widespread access to affordable and healthy food. This prepares students to contribute to the overall sustainability of the communities in which they live and work and strengthens students' preparation to work as professionals in environmentally-oriented fields or as citizen activists. Also the certificate provides students with an opportunity to explore the option of further studies in planning, horticulture, or related fields.

http://bulletin.temple.edu/undergraduate/tyler-art-div/certificate-sustainable-food-systems/

Minor in Environmental Horticulture -- Students complete courses related to horticultural concepts and practices which allow them to develop an understanding of the science and practice of protecting, restoring, and managing existing and natural landscape resources.

http://bulletin.temple.edu/undergraduate/tyler-art-div/landscape-architecture-horticulture/mino

r-environmental-horticulture/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Completed in Fall 2017. List of sustainability degree offerings:
http://sustainability.temple.edu/academics-and-research/degree-offerings

Graduate Program

Score	Responsible Party
3.00 / 3.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

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, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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 program, or the equivalent for graduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:
Yes

Name of the sustainability-focused graduate-level degree program:
Geography and Urban Studies

A brief description of the graduate-level degree program:

The complexity and pace of economic, environmental, and social change require that students are trained in interdisciplinary and spatially integrative analytical frameworks and specialized skills to apply to real-world conditions. As an integrative graduate program, the curriculum connects these processes, giving students strong analytical foundation that stresses spatial relations, scale transitions, place and context, and nature societal relations.

The graduate program in Geography and Urban Studies focuses on the themes of globalization, social justice, and sustainability as lenses through which to examine the development of urban regions. Our emphasis on globalization focuses on capital and labor flows, welfare state restructuring, identity, culture, and concepts of citizenship. In the realm of social justice, interest lies in how globalization exacerbates uneven development and contributes to increasing inequalities both between and within places, including economic inequalities, gender, and race/ethnicity. Our work on sustainability encompasses comparative dimensions of environmental sustainability on the national and global scales, environmental justice, land use/land cover analysis, sprawled development patterns, and urban ecology. As an integrative graduate program, the curriculum connects these processes, giving students a strong analytical foundation that stresses nature and societal relations, place and context, scale transitions, and spatial relations.

The website URL for the graduate-level degree program:
http://www.cla.temple.edu/gus/graduate/

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

City and Regional Planning

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

The graduate City and Regional Planning program prepares students to be professional planners with skills and knowledge to address the complex challenge of improving neighborhoods, cities, and regions. Students graduate with strengths in sustainability, environmental planning, community engagement, and advanced methods as well as a broad-based understanding and awareness of the physical and economic aspects of planning, sensitivity to the social and environmental impact of planning decisions, and a knowledge of governmental structures as they apply to planning.

The website URL for the graduate degree program (2nd program):
https://tyler.temple.edu/programs/planning-community-development/degree#node-10681

Name of the sustainability-focused, graduate-level degree program (3rd program):
Environmental Engineering

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

Understand and interpret the dynamics of man-made and natural pollutants, environmental systems, and the sustainability of natural resources in the Environmental Engineering Master of Science (MS) program in the College of Engineering at Temple University. Prepare to execute projects that model the flow, use and disposal of resources to address climate, environmental and sustainability issues. Combine in-class learning with research and practical work for a robust educational experience.

The website URL for the graduate degree program (3rd program):
https://www.temple.edu/academics/degree-programs/environmental-engineering-ms-en-enve-msen

The name and website URLs of all other sustainability-focused graduate-level degree programs:

https://sustainability.temple.edu/academics-and-research/degree-offerings

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:
Yes

Name of the graduate-level sustainability-focused minor, concentration or certificate:
Sustainable Community Planning Certificate

A brief description of the graduate minor, concentration or certificate:

The core courses in the graduate certificate in Sustainable Community Planning program introduce students to the broad range of issues and topics relevant to planning for sustainable development of our cities and regions. Elective courses provide the opportunity to deepen knowledge and training in specific areas of sustainability and environmental planning.

Students in the graduate certificate in Sustainable Community Planning will: 1) gain knowledge of the historical evolution of the concept of sustainable development and its multiple definitions; 2) understand the discourse of theory and practice of sustainable development at the local, regional and global level; 3) be able to develop indicators to monitor and evaluate the sustainability of site, community and regional actions, plans and designs; 4) recognize models of sustainability and know how to use such models to inform their professional practice; 5) understand how to incorporate sustainability principles into planning practice to address the interrelationships

between social, economic and environmental factors; and 6) have improved research, writing, and communication skills.

The website URL for the graduate minor, concentration or certificate:
http://www.temple.edu/ambler/crp/academicprograms/ms.htm

Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):
Stormwater Management Ceretificate

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

The Graduate Certificate in Stormwater Management in the College of Engineering helps you develop the graduate-level expertise to address the effects associated with stormwater management without enrolling in a graduate degree program. Increased stormwater runoff, causing flooding and erosion in urban stream ecosystems, is a growing environmental issue. You'll study the effects of urban runoff on stream channels in this certificate program and learn best practices to prevent the degradation of ecosystems.

The website URL for the graduate minor, concentration or certificate (2nd program):
https://www.temple.edu/academics/degree-programs/storm-water-management-certificate-graduate-en-stwm-grad

Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

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

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

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

https://sustainability.temple.edu/academics-and-research/degree-offerings

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Link to sustainability related degree programs:
http://sustainability.temple.edu/academics-and-research/degree-offerings

Updated as of Fall 2017.

Immersive Experience

Score	Responsible Party
2.00 / 2.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:

The vision of the immersion program is to actively engage Temple University students in meaningful experiences that foster cultural awareness, global understanding, and social responsibility through learning, service and reflection. The mission of each trip is determined by its location and the work that will be done while in the area. The university offers an annual trip to Rosebud Lakota Reservation in South Dakota, where students learn about the Lakota philosophy of interconnectedness with the land, nature, and other human beings.

The website URL where information about the programs or initiatives is available:

http://studentactivities.temple.edu/programs

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated in Fall 2017

Sustainability Literacy Assessment

Score	Responsible Party
0.00 / 4.00	**Katherine Switala-Elmhurst** Program Manager 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 primarily 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 are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if 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	Responsible Party
0.00 / 2.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

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

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

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

Campus as a Living Laboratory

Score	Responsible Party
4.00 / 4.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees 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).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit,credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

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 campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

In spring 2016, the Environmental Studies Senior Seminar class reviewed the university's 2010 Climate Action Plan, its progress to date on reducing greenhouse gas emissions, and policy alternatives that could expedite Temple's emission reduction targets. The class focused on the university's energy mix and developed a proposal aimed at diversifying Temple's electricity source. The class organized a fossil fuel teach in that was open to the public and the entire university community. At the event, the students asked attendees to sign a petition asking the President to buy green power. As a result of the class' teach in, social media campaign and media outreach efforts, the university

initiated discussion around its electricity procurement process. By June 30, 2016, the university purchased RECs for 20% of its electricity from green e-certified renewable sources.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

In fall 2017, the Office of Sustainability engaged an undergraduate engineering student to complete a year-long, campus wide study of the energy intensity of its buildings by building use and typology. The study pulls from current and historic utility usage to determine energy hogs by type on campus. It also compares LEED building performance to the LEED project's energy model to determine if the LEED projects are operating as designed. This study is being used to identify buildings that present opportunities for efficiency intervention and to help project future energy use of new projects on campus. The student researcher has also developed monthly energy use reports for each school/college on campus and has developed an outreach program to educate building occupants about their energy usage and behavior changes they can make to reduce the buildings' impacts.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

In fall 2017, the Geography and Urban Studies/Environmental Studies program developed a project based learning opportunity through its Environmental Studies Senior Seminar course. The class featured a course project on how the university can develop a balanced sustainable energy framework, incorporating procurement, renewables, and energy efficiency strategies. The recommendations from the class were provided to the university's Energy Subcommittee of the Climate Leadership Working Group, which has been tasked with developing energy recommendations for the university's updated Climate Action Plan. This work built on the FY17 efforts of Temple Student Government (TSG). During FY17, TSG advocated for a 100% renewable energy procurement policy and worked directly with the energy office to explore the pricing and feasibility of that option for the university.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

In fall 2015, the Sustainable Food Systems class explored how to create a more just food system in Philadelphia through its final assignment of the course. A number of students focused on how to create a more sustainable food system on Temple's campus. One student developed a proposal for the use of edible landscaping on campus. The student brought the idea to the Office of Sustainability and the Rad Dish Co-op Cafe's Advisory Board. The Advisory Board, which consists of senior leadership of the administration, approved the proposal and tasked the Office of Sustainability to work with students in the Temple Community Garden and managers of the Grounds Department to develop an edible landscaping project next to the College of Education/College of Public Health buildings. The landscaping planting was completed in June 2016, and students in Temple Community Garden and the Rad Dish Co-op Cafe installed educational signage in fall 2016.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

Temple university is located in the Atlantic Coast flyway for bird migrations. As birds migrate, they collide with a number of buildings with glass facades on campus. The Office of Sustainability has funded student research to investigate ways students can mitigate bird collisions on campus. In fall 2014, students from a course in the Tyler School of Art conducted counts of bird collisions with the Architecture and Art buildings. The students mapped the collisions, and documented the deaths with photographs. In response to their findings, students developed an art show of the maps, the photographs, and renderings of how the building could be adapted to prevent bird collisions. The students also encouraged other students to brainstorm ideas by placing a white board for students to share their ideas/suggestions. This project helped keep bird collisions on the radar of the administration. In fall of 2015, the university installed additional bird film on Gladfelter and Ritter halls. A graduate student in Tyler school of art continued the bird collision mitigation efforts in fall of 2016 by working with the Office of Sustainability, the Philadelphia Zoo, and Audubon to develop on campus programming celebrating the lives of birds and bird habitat on campus. The month long programming included a documentary on birds, a bird habitat tour of campus, citizen science of bird spotting on campus and a bird mapping exercise at the Digital Scholarship Center.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

In Spring 2015, students enrolled in a Fox School of Business Independent Study and worked with the Office of Sustainability to open a student-run co-op cafe that serves only local, organic and fair trade vegetarian and vegan food on campus. The students developed a sustainable sourcing policy that guides the cafe's purchasing patterns. Through managing the cafe operations, the students learned about the importance of supply chain management, sourcing challenges and the triple bottom line. This project is continuing to operate with student leadership in the cafe's sourcing. The Rad Dish has also held numerous events raising awareness about local producers, including a "Know Your Roaster" event.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

During summer 2015, an undergraduate mechanical engineering student received CARAS research funding to develop a device that measured a car's distance from a bike. Designed to be mounted to a bike, the device prototype was completed and tested by October 2015. In spring 2016, the university's Office of Sustainability engaged the student to construct five additional devices which would be used in a summer 2016 research study, evaluating cyclists' interactions with cars in sharrow lanes versus non-sharrow lanes. The study looked at the qualitative feedback from study participants as well as the measured distances. The purpose of the study was to inform advocacy for additional bike lanes to and from campus.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

In fall 2017, a Neuroscience student working in the Weiss labs, with the support of her faculty advisor, conducted a

study to understand the impact of single use lab gloves on the university's waste stream. She conducted assessed the baseline of gloves generated in four labs. She then identified a recycling partner to determine the cost of recycling the gloves. As a result of the program, the College of Liberal Arts and the Office of Sustainability launched a pilot glove recycling project in Weiss labs.

In fall 17, Professor Tina Rosan used her Urban Sustainability course to develop recommendations for how Temple University could become a Zero Waste Partner for the City of Philadelphia. The City of Philadelphia recently released a zero waste and litter plan, with the goal of being zero waste by 2035. Students from the Urban Sustainability course developed a recommendations report that was shared with the members of the university's Climate Leadership Working Group's subcommittee on operations, which is tasked with setting goals and recommendations for the university's waste minimization and recycling efforts for the revised Climate Action Plan.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

In spring 2014, the Landscape Architecture graduate studio studied Main Campus to develop alternative landscaping designs that integrated sustainability features, including best practices in stormwater management. The students then made recommendations to Planning and Design. While the exact designs were not completed, the Project Delivery Group did work with their consultant to integrate stormwater management best practices in the university's new Landscape Master Plan.

Faculty member Laura Toran has also used the campus green stormwater management infrastructure as an opportunity to conduct her research. Working with the university's Project Delivery Group, Dr. Toran incorporated stormwater monitoring devices into the design of new construction projects and landscape enhancements. For example, designed and constructed additional wells for stormwater management monitors in the new Science Education Research Center. The monitors collect data on the effectiveness of green stormwater infrastructure. Additional information on Dr. Toran's ongoing research can be found:

https://sites.temple.edu/geotoran/research/

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

In FY17 and FY18, Temple began work on updating its Climate Action Plan and developing a climate resiliency component of the plan for the first time. As part of the plan development, the Office of Sustainability enlisted the Sustainable Cities course to develop recommendations for what a resilient Temple could look like. The format of the course took the course of several group projects that identified climate vulnerabilities and made recommendations of adaptation strategies. The class provided the report to the Climate Leadership Working Group's resiliency subcommittee for consideration and background information used for the new resiliency component of the university's Climate Action Plan.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

The School of Media and Communication, the Fox School of Business and the College of Liberal Arts all hosted project based learning courses on student food insecurity during the spring 2017 semester. The Fox School of Business used its Sustainable Marketing course to have students raise awareness on campus about student food insecurity. The College of Liberal Arts had its Environmental Senior Seminar course develop a business plan for a food pantry. The School of Media and Communication focused its senior seminar for Public Rhetoric on developing a strategic communication and advocacy plan for a food pantry on campus. The students' work culminated in holding pop-up pantries throughout campus.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

In spring 2015, students in the senior capstone course in the community development program worked to develop “Green Neighborhood Tool Kits” and train community-based organizations serving Philadelphia low-income neighborhoods “to educate and empower residents to take actions that improve sustainability. The students are worked with New Kensington CDC and People's Emergency Center to design and implement the trainings.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:

In fall 15, fall 16 and fall 17, members of the Sustainability Living and Learning Community constructed and maintained a vegetable, herb and pollinator garden in the courtyard of their residence hall as part of their first year seminar course. The students learned about local food, stormwater management, and the benefits of pollinator plants. The garden was open to all students who lived in the 1940 Residence Hall. The LLC also hosted garden harvest parties and tours of the garden to raise awareness of the feature. This increased the university's student run garden count to four locations.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:

In spring 2016, the Tyler School of Art course "Body Art and Adornment" developed fashions made from trash and recycling found in the Temple waste stream. The fashions were exhibited by the Office of Sustainability in a "Trashion Show" to promote recycling during RecycleMania. In fall 17, seniors in the sculpture department collaborated to develop a plastic recycling machine that crafts beautiful objects using recycled coffee lids. The

project was funded through a grant from the library's Digital Scholarship Center and is a collaboration between two undergraduate sculpture students and a graduate student in Entrepreneurship and Innovation.

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/design

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data as of Fall 2017.

http://temple-news.com/news/tsg-replace-paper-towels-throughout-main-campus/

https://sites.temple.edu/geotoran/research/

http://temple-news.com/news/tsg-looking-lower-septa-trailpass-price-students/

http://temple-news.com/lifestyle/university-looks-into-food-insecurity/

http://sustainability.temple.edu/design

http://temple-news.com/lifestyle/sustainability-from-a-beautiful-perspective/

https://www.facebook.com/renewtu/?fref=ts

https://ambler.temple.edu/about/news/csc-community-development-students-develop-green-neighborhood-tool-kits

http://stephanielynnrogers.com/portfolio/27-dead-birds/

http://news.temple.edu/news/2015-02-18/student-run-caf-serves-affordable-local-food

https://www.facebook.com/Temple-University-Office-of-Sustainability-151939120759/photos/?tab=album&album_id=10154286222825760

http://temple-news.com/lifestyle/university-creates-new-sustainable-programs-events/

http://temple-news.com/news/tsg-replace-paper-towels-throughout-main-campus/

http://temple-news.com/lifestyle/food-insecurity-growing-issue-college-campuses/

Research

Points Claimed 8.87

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	6.87 / 12.00
Support for Research	2.00 / 4.00
Open Access to Research	0.00 / 2.00

Research and Scholarship

Score	Responsible Party
6.87 / 12.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

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

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

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

Total number of the institution's faculty and/or staff that are engaged in research (headcount):
335

Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):
45

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :
13.43

Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:
112

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
21

Percentage of research-producing departments that are engaged in sustainability research:
18.75

A copy of the institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:
Faculty Funded Research_FY2015_FY2016.pdf

The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

See the list attached.

A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):

Faculty engaged in sustainability funded research during FY2015 and FY2016 as reported using SPA database.

The website URL where information about the programs or initiatives is available:

http://sustainability.temple.edu/academics-and-research/faculty-research

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Includes research data active from FY2015 through end of FY2016

Support for Research

Score	Responsible Party
2.00 / 4.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

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

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

The Creative Arts, Research and Scholarship (CARAS) Program offers funding to undergraduate and professional students interested in undertaking research projects related to sustainability. Funding is made possible through the Temple University Research Administration in collaboration with the Office of the Provost and the Deans of Temple University's Schools and Colleges and the Office of Sustainability.

http://www.temple.edu/vpus/opportunities/CARAS.htm

The Temple Library Prize for Undergraduate Research on Sustainability and the Environment was established to encourage the use of Library resources, to enhance the development of library research techniques, and to honor the best research projects on sustainability and the environment produced each year by Temple University undergraduate students.

http://guides.temple.edu/content.php?pid=155082&sid=1314454

The Diamond Scholars program provides Temple university students the opportunity to engage in a focused, mentored research or creative arts project during the summer and fall. A number of Diamond Scholars have used this research award to investigate sustainability issues, ranging from farm subsidies to the availability of mass transit.

http://www.temple.edu/vpus/opportunities/researchscholars.htm

The Graduate Research Award in Sustainability Program (GRASP) advances the university's goal of expanding sustainability research by providing funding to a graduate student research project focused on sustainability. Projects must have a research or implementation component and address sustainability on Temple's campus or in the surrounding community. Projects that address urban sustainability issues will also be considered. Some examples of sustainability related research projects include, but are not limited to: energy reduction, waste minimization, sustainable food options, transportation initiatives, community awareness, health, education and research to inform policy.

https://sustainability.temple.edu/GRASP

Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:
No

A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:

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?:
No

A brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:

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, including any positive outcomes during the previous three years:

Temple University Libraries provides an online resources for people interested in sustainability, in general, and offers support for teaching, learning and research at Temple University. They also award an annual prize for sustainability research.

http://guides.temple.edu/sustainability

http://guides.temple.edu/libraryprize

The website URL where information about the programs or initiatives is available:
http://www.temple.edu/vpus/opportunities/CARAS.htm

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated for FY2017

Open Access to Research

Score	Responsible Party
0.00 / 2.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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.

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

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

How many of the institution’s research-producing divisions are covered by a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository? (All, Some or None):

None / Don't Know

Which of the following best describes the open access policy? (Mandatory or Voluntary):

Does the institution provide financial incentives to support faculty members with article processing and other open access publication charges?:

Yes

A brief description of the open access policy, including the date adopted, any incentives or supports provided, and the repository(ies) used:

Open Access Publishing Support at Temple University Libraries: Temple University Libraries supports faculty and students who want to make their work openly available. Temple has an Open Access Publishing Fund to help Temple researchers who would like to publish in open access (OA) journal but do not have the funds to cover the article processing charge (APCs) that a number of OA journals require.

In addition, thanks to various Library memberships and subscriptions, Temple authors receive discounts on APCs from the following publishers:

American Association for the Advancement of Science

A 15% discount is available for Temple authors publishing in Science Advances.

American Chemical Society

A $500 discount is available for Temple authors who choose ACS "AuthorChoice."

BioMed Central/SpringerOpen

Temple authors who publish in BioMed Central or SpringerOpen journals will receive a 5% discount on APCs. In addition, Temple University Libraries will cover 50% of the the remaining cost.

National Academy of Sciences

Temple authors who publish in the Proceedings of the National Academy of Sciences will get a discounted open access fee of $1100 (compared to $1450).

Nature Publishing

Temple authors who publish in the British Journal of Cancer are eligible for a reduced-rate BJC open fee.

Oxford University Press

Temple authors who publish in the Journal of Experimental Botany will have their APC waived.

A copy of the institution's open access policy:

The institution's open access policy:

The website URL where the open access repository is available:

Estimated percentage of scholarly articles published annually by the institution’s faculty and staff that are deposited in a designated open access repository (0-100):

A brief description of how the institution’s library(ies) support open access to research:

The website URL where information about the programs or initiatives is available:
https://sites.temple.edu/scholarlycommunication/2017/08/28/2017-2018-oa-publishing-fund/

Additional documentation to support the submission:

Engagement

Campus Engagement

Points Claimed 11.00

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, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

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

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

Student Educators Program

Score	Responsible Party
0.00 / 4.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for students enrolled for credit. 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 by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

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.

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

Student Orientation

Score	Responsible Party
2.00 / 2.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

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	Yes

Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):

100

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

Temple utilizes several strategies to incorporate sustainability in new student orientation. The Office of Sustainability welcomes each new student to orientation. At check in during Orientation, new students are welcomed by the Office of Sustainability, given a reusable water bottle with the sustainability website on it and a fact sheet about how they can live sustainably at Temple. The Office of Sustainability is an active participant in Temple University's Welcome Week, including participating in the new student orientation fair, engaging parents at the Parent Orientation, and sponsoring an expanded Welcome Week program for the Sustainability Living and Learning Community. The Office of Sustainability also provides a "Sustainability 101" training to Owl Ambassadors, who serve as the guides during new student orientation. They are also given an urban riding basics course and complete a sustainable community service project at a local urban farm during their training. The Office of Sustainability provides a formal orientation to the five professional schools, which includes a "Sustainability 101" training.

The website URL where information about the programs or initiatives is available:

http://sustainability.temple.edu/node/1160

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated to reflect FY17.

Student Life

Score	Responsible Party
2.00 / 2.00	**Kathleen Grady** Director of Sustainability 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
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

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

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

Does the institution have one or more active student groups focused on sustainability?:
Yes

A brief description of active student groups focused on sustainability:

a. Students for Environmental Action: SEA works to spread awareness about environmental issues while making positive environmental changes on Temple`s campus and in the community. Notable accomplishments include: installing composting in the retail food court of the Student Center (2014/2015), hosting a community organizing training (fall 2015), and hosting numerous speakers/workshops (2013-2017). They are self governed, and held

elections in spring 2017.
b. Temple Community Gardens: Temple Community Garden is a welcoming and tight-knit group of Temple students who share a passion for gardening. Members attend weekly meetings, participate in community programs and cultivate two gardens (Main Garden: Broad & Norris; Sonia Sanchez Garden: Diamond & Carlisle). In spring 2016, they helped design and install the university's first edible landscaping pilot project. They are self governed and held elections at the end of fall 2017.
c. Net Impact (MBA Chapter): A graduate student organization in the Fox School of Business with the mission of improving the world by growing and strengthening a network of leaders who use the power of business to make a positive net social, environmental, and economic impact. The organization hosts speakers and events throughout the year. They are self governed, and hold elections each year.
d. Net Impact (Undergraduate Chapter): An undergraduate student organization in the Fox School of Business with the mission of improving the world by growing and strengthening a network of leaders who use the power of business to make a positive net social, environmental, and economic

impact.Net

Impact hosts speakers and symposiums on the triple bottom line. A staple event is their Fair Foods Fair, held each spring. In fall 2015, they launched the university's first attempt at a "Trash to Treasure" move out model. They are self governed, and hold elections each year.
e. Green Council: The Green Council is a coalition of sustainability oriented student organizations that work together to raise awareness of sustainability issues on campus. The green council hosted the potluck with a purpose series (2012-2015). The Green Council is comprised of students representatives from each organization. The council is self governed, but received student administrative support from an Office of Sustainability intern.
f. UnLitter Temple: UnLitter Temple is a student group that works to reduce the amount of litter in the neighborhoods surrounding the university’s Main Campus. The organization hosts block cleanups in surrounding neighborhoods throughout the year. The organization is governed by students.
g. American Institute of Architecture Student Chapter: The American Institute of Architecture Students (AIAS) is an independent, nonprofit, student-run organization dedicated to providing unmatched programs, information, and resources on issues critical to architectural education. The AIAS invited the Campus Consciousness Tour to campus and hosted it at the School of Architecture in spring 2016. The organization is student governed and they hold elections.
h. Engineers without Borders: EWB-USA supports community-driven development programs worldwide by collaborating with local partners to design and implement sustainable engineering projects, while creating transformative experiences and responsible leaders. EWB has had a successful relationship with the Uber Street Farm, developing the urban farm's infrastructure during the period of (2014-2016). The group is student governed and they hold elections each year.

The website URL where information about the student groups is available (optional):
http://sustainability.temple.edu/studentorgs

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects 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:

Temple Community Garden is a welcoming and tight-knit group of Temple students who share a passion for gardening. Members attend weekly meetings, participate in community programs and cultivate two gardens (Main Garden: Diamond & Carlisle Streets; Sonia Sanchez Garden, Edible landscaping garden outside of Ritter Annex). In addition to TCG, the Sustainability LLC developed a community garden in the residence hall's courtyard.

The website URL where information about the gardens, farms or agriculture projects is available (optional):
http://www.templecommunitygarden.com/

Does the institution have 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)?:
Yes

A brief description of the student-run enterprises:

The Rad Dish Co-Op Cafe is the first and only student-run cooperative in Pennsylvania. They aim to provide an option for conscious, sustainable consumption and educational opportunities about issues of sustainability, food justice, and the importance of cooperatives. The Rad Dish Co-Op Cafe opened on February 5, 2015 at Temple University, and has been serving up sustainability ever since. The co-op includes students from across the university, including art, accounting, film, community development, risk management, social work, environmental studies, entrepreneurship, and journalism.

The website URL where information about the student-run enterprises is available (optional):
http://news.temple.edu/publications/temple-magazine/2016/spring/rad-idea

Does the institution have sustainable investment funds, green revolving funds or sustainable microfinance initiatives 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:

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):

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

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

The university hosts a variety of sustainability events aimed at students, many of which are student organized or led. Below provides just a few examples of programming offered.

Temple University hosted the Tri-State Sustainability Symposium in spring 2016. This symposium was geared toward students, staff, faculty and members of the region's sustainability movement. The event featured 8 different conference tracks with a breakfast and lunch keynote speaker. Students were offered a reduced admission rate. The event was held during spring break, so students would be free to attend.

In addition to the symposium, the Office of Sustainability hosts "Campus Sustainability Week" in the fall and spring semester. In fall "Campus Sustainability Week" includes the celebration of Campus Sustainability Day through the hosting of a green fair that includes approximately 60 vendors from around the city. Campus Sustainability Week also features panel discussions, lectures, demonstrations, community service projects and interactive displays throughout the entire week. Many of the events are coordinated by student interns in the Sustainability Office.

In 2015 and 2016, students organized for Teens Turning Green's Campus Consciousness Tour to come to campus for a town hall and a tabling event. The event was geared toward changing the culture of the campus and encouraging students to change their every day lifestyle. Students handled all of the coordination, logistics and marketing of this event.

Each year, the university participates in RecycleMania. To celebrate the 10 week period, the Office of Sustainability holds weekly events that highlight waste minimization and recycling practices. Sample events include Basketball Game green team kickoff, Trashion Show, Cardboard Castle Construction Contest, documentary screenings, clothing swaps, and tours of the recycling facilities.

In FY17, the university hosted a year-long collaboration on the theme "Seeing Stories: Visualizing Sustainable Citizenship". This programming series brought artists, activists and social practitioners to the campus to

demonstrate what a sustainable future could look like. This series included events with the Fallen Fruit Collective, Carol Adams, the Land Arts Generator Initiative, environmental justice roundtables, Mel Chin and more.

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):
http://sustainability.temple.edu/about-us/news/campus-sustainability-week-temple

Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:
Yes

A brief description of the cultural arts events, installations or performances related to sustainability:

Temple harnesses the arts to raise awareness and engage students in climate action. A few notable examples include the following exhibitions/events.

In fall 2015, Tyler School of Art and the Office of Sustainability invited artist Caroline Rothwell to create a mural on the side of a parking garage using emissions collected from the campus steam plant. The mural featured native plants to Pennsylvania. Following the installation of the mural, the university hosted a panel to discuss the role carbon plays in our lives. Moderated by Grid magazine Managing Editor Heather Shayne Blakeslee, the panel discussion also included Dana Dentice, coordinator of the Plant One Million campaign with the Pennsylvania Horticultural Society, and Youness Sharifi, who has studied some of the world's largest man-made environmental disasters, such as the Deepwater Horizon and Exxon Valdez oil spills.

In spring 2016, the Office of Sustainability hosted a "Trashion Show" featuring fashions designs made out of trash and recycling to promote the university's participation in RecycleMania. The designs were made by students, and student groups focused on waste reduction/recycling were invited to table at the event.

In spring 2016, the Office of Sustainability also worked with the Film and Media Arts department to have a film festival entitled "Climate, Sustainability and the Arts". Faculty and students screened their films on the video wall at the Science Education and Research Center.

The website URL where information about the cultural arts events, installations or performances is available (optional):
http://news.temple.edu/news/2015-10-01/using-soot-artist-draws-mural-montgomery-garage

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:
Yes

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

The purpose of this group is to create a network of people at Temple University who like the outdoors and to provide opportunities for students to go outside of Philadelphia to do activities such as hiking, biking, backpacking, camping, paddling, skiing, rock climbing, and more. This group also works to promote leave-no-trace and responsible outdoor recreational practices to help preserve the environment where such activities occur. Weekly on-campus meetings are held for members to socialize and plan upcoming trips and events.

The website URL where information about the wilderness or outdoors programs is available (optional):
https://temple.campuslabs.com/engage/organization/temple_outdoor_club

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:
Yes

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

In FY17, Temple Contemporary, the Paley Library, the Office of Sustainability, and academic departments across campus have curated a year long program of speakers and workshops around the theme of Seeing Stories: Visualizing Sustainable Citizenship. The collective goal is to explore how visual media can help create a sense of urgency around a more sustainable future, including sustainable food systems, habitat, water and energy.

https://tyler.temple.edu/tags/seeing-stories

The website URL where information about the sustainability-related themes is available (optional):
https://sustainability.temple.edu/get-involved/events

Does the institution have programs through which students can learn sustainable life skills?:
No

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

The website URL where information about the sustainable life skills programs is available (optional):

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

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

The Office of Sustainability, the Office of Facilities (Energy Office), Rad Dish Co-op, Surplus program, Computer Recycling Center and the Grounds Department all offer student employment opportunities that are sustainability-focused.

The website URL where information about the student employment opportunities is available:
http://sustainability.temple.edu/about-us/staff

Does the institution have graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions?:
No

A brief description of the graduation pledges:

The website URL where information about the graduation pledges is available (optional):

Does the institution have other co-curricular sustainability programs and initiatives?:
Yes

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

Temple offers a sustainability themed living learning community in the 1940 Residence Hall. Students select to live in the community if they are interested in sustainability. The programming on the floor is sustainability themed. They take a first year seminar course on sustainability. They also participate in an early welcome program that focuses on sustainability. A peer mentor is selected to help them transition to Temple and guide them in their quest to be involved in the sustainability movement on campus.

The website URL where information about other co-curricular sustainability programs and initiatives is available (optional):
http://sustainability.temple.edu/get-involved/students-get-involved-page/live-green-sustainability-llc

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Completed in July 2017

http://www.temple.edu/bulletin/archive/webarchive/bulletin2010/ugradbulletin/ucd/ucd_kinesiology.html

http://sustainability.temple.edu/resources/green-tips/campus-sustainability-week

http://dvgbc.org/TriStateSS2016

http://sustainability.temple.edu/about-us/calendar/campus-consciousness-tour

https://sites.temple.edu/csarts/festival2016/

http://sustainability.temple.edu/topics/recycling-and-waste-minimization/recyclemania

http://temple-news.com/lifestyle/sustainability-from-a-beautiful-perspective-2/

https://library.temple.edu/beyondthepage/past-events?event-category[]=8

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	**Kathleen Grady** Director of Sustainability 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 sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

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 this subcategory.

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

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

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

A brief description of the central sustainability website (optional):

Temple University has a central sustainability website that consolidates information about its sustainability efforts. The website address is:

http://www.temple.edu/sustainability

.

The website URL for the central sustainability website:
http://www.temple.edu/sustainability

Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:

The newsletter is available to students, staff and faculty. It is sent out on a monthly basis and includes information about events. During RecycleMania, it is sent out weekly.

The website URL for the sustainability newsletter:

Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:
Yes

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

The Office of Sustainability utilizes Twitter, Facebook, Instagram and Pinterest that focuses specifically on campus sustainability:

https://www.facebook.com/pages/Temple-University-Office-of-Sustainability/151939120759

https://twitter.com/templeecoowls

http://www.pinterest.com/templeecoowls/

https://www.instagram.com/tusustainability/

The website URL of the primary social media platform focused on sustainability:
http://sustainability.temple.edu/

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

A brief description of the regular coverage of sustainability in the main student newspaper:

The Temple News is the main student newspaper. The Office of Sustainability is in frequent contact with the Living editor with regard to features on sustainability initiatives on campus.

http://temple-news.com/author/tobyforstater/

The website URL for regular coverage of sustainability in the main student newspaper:
http://temple-news.com/?s=sustainability

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

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

We use the sustainability website to disseminate info on student research.

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

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

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

The university has installed or will be installing educational signage in the following new buildings that received LEED certification: Architecture, Morgan Hall, Science Education Research Center.

Education signage has also been installed to highlight bird strike mitigation strategies at two campus buildings.

The website URL for building signage that highlights green building features :
http://sustainability.temple.edu/temples-green-buildings

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

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

Temple's main dining hall has a map of the region from where the university draws its local produce. They also have signage about food waste numbers and vegetarian and vegan options. On Mondays, the dining hall features signage encouraging meatless Mondays.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
https://temple.campusdish.com/Sustainability.aspx

Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:
No

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

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

Does the institution produce a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:

Temple has a green campus map with suggested walking tour routes for interested individuals. Groups and organizations can also request a green campus tour from the Office of Sustainability. In 2017, the Office of Sustainability provided 20 campus tours.

The website URL of the sustainability walking map or tour:
http://sustainability.temple.edu/resources/featured-initiatives/take-green-tour

Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:
Yes

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

The sustainability website provides information on sustainable transportation options. The Office of Sustainability also offers urban riding basics courses and fix-a-flat courses for bicycle commuters.

The website URL for the guide for commuters about how to use more sustainable methods of transportation:
http://sustainability.temple.edu/topics/transportation

Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :
Yes

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

Bike Temple is a University-wide program to promote bicycle use by the Temple community. Bike Temple aims to encourage people to travel on a bike and to do so safely. Bike Temple has its own website, which features its classes, social rides, and safety campaigns. In September of each year, Bike Temple partners with Campus Safety to promote cyclist/ped safety.

The website URL for navigation and educational tools for bicyclists and pedestrians:
http://bike.temple.edu/

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

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

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

Does the institution produce other sustainability outreach materials or publications not covered above?:
Yes

A brief description of these materials or publications:

The Office of Sustainability produces an annual report that summarizes its achievements and initiatives for the year.

The website URL for these materials or publications:
http://sustainability.temple.edu/about-us/annual-report

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated as of Fall 2017

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Part 1

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

Part 2

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

A brief description of the campaign, including how students and/or employees were engaged:

The university participated in the national RecycleMania challenge in FY17, with a goal of recycling at least 350,000 pounds during the eight week period. Temple competed in the electronics waste recycling category, and the Gorilla prize, Per Capita Classic, Grand Champion, and the Waste Minimization categories. During the competition, Temple partnered with academic classes to promote recycling on campus, utilizing social media, building on athletics' social capital and planning outreach events and faculty, such as tours to recycling facilities and speaker series.

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

There were a variety of metrics used to evaluate the program.

RecycleMania results: During the ten week RecycleMania challenge, Temple university recycled 372,030lbs and posted a 32.58 lbs / person cumulative waste rate.

Academic Coursework on RecycleMania - We students in the Green versus Gray course to distribute individual recycling containers in the residence halls, complete waste audits in the residence halls and promote the Temple Office Supply Swap to employees.

Guest Lectures - The Office of Sustainability spread the message about the university's RecycleMania campaign to over 500 students via an hour long guest lecture in sustainability themed courses.

RecycleMania Related Events - The university hosted weekly events, including: tabling in every school and college, a paper purge, the Caught Green Handed social media campaign, a clothing swap, a competition in the Residence Hall to see who could construct the best recycled cardboard castle in the lobby to draw attention to RecycleMania, waste audits, and a documentary screening, and an artist talk.

The website URL where information about the campaign is available:
http://sustainability.temple.edu/topics/recycling-and-waste-minimization/recyclemania

Name of the campaign (2nd campaign):
Temple University Commuter Challenge

A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):

The National Bike Challenge is a friendly competition among bicycle riders nationally and in the City of Philadelphia. Riders participate within the network of their workplace, which includes businesses, universities, and other organizations and networks. Within these workplaces, riders join a team and log their bicycle miles after their cycling rides. Temple organizes a team of students, staff and faculty to compete against its rivals. The goal of the campaign is to promote bike ridership through competition.

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

Temple University won both the school and university division for the City of Philadelphia in 2017, and engaged over 50 riders. The university also participated in the Clean Air Council's Love to Ride challenge during the month of October.

The website URL where information about the campaign is available (2nd campaign):
https://sustainability.temple.edu/resources/featured-initiatives/national-bike-challenge

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated fall 2017

Assessing Sustainability Culture

Score	Responsible Party
0.00 / 1.00	

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.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S, and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

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

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

Employee Educators Program

Score	Responsible Party
0.00 / 3.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators 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 peer 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* credits.

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

Employee Orientation

Score	Responsible Party
1.00 / 1.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

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

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

Percentage of new employees (faculty and staff) 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 (including how multiple dimensions of sustainability are addressed):

Human Resources incorporates slides on sustainability in its new hire orientation presentation. The slides explain the university's sustainability agenda, ways they can get involved as new hires, and contact information for the Office of Sustainability. The orientation also covers the university's recycling procedures. It also encourages them to take a sustainability pledge/energy conservation pledge. Sustainability is also included in the employee manual.

The website URL where information about the programs or initiatives is available:
http://www.temple.edu/hr/departments/employeerelations/documents/Employee_Manual_Feb_2016.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated for FY17.

Staff Professional Development

Score	Responsible Party
0.00 / 2.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Part 1

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

Part 2

Institution's regular (full-time and part-time) 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 may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- 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 and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include 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	10.92
Points Available	20.00

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

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	1.20 / 5.00
Community Service	1.72 / 5.00
Participation in Public Policy	0.00 / 2.00
Trademark Licensing	2.00 / 2.00

Community Partnerships

Score	Responsible Party
3.00 / 3.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see *D. Scoring*).

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

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

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

Name of the institution’s formal community partnership to advance sustainability :
Bits - Apps and Maps Studio

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’s sustainability focus?:
The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):
Yes

A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

Urban Apps & Maps Studios is a university-wide interdisciplinary program of urban civic start-ups and community engagement. Urban Apps and Maps Studios aim to build a vibrant ecosystem with community members, university faculty and students, and businesses to catalyze urban innovation using digital technology. Directly working with community members in North Philadelphia, the Studios designs, develops and incubates civic start-ups to transform urban challenges into sustainable products and services. We believe in the idea of "citizen entrepreneurship" as a

powerful way of leveraging the city as a platform. It offers mentoring and internship opportunities to local high school students and internship.

The BITS-Apps and Maps summer program maps onto six weeks plus one week of staff training immediately preceding the youths' arrival. Staff training involves building trainings for working with youth and acting as a mentor, handling conflicts, understanding the specifics of the respective program placement, depending on what program the particular individual would be working with, and fostering group camaraderie an support. The youth arrive on the first Monday in July and work twenty hours a week, Monday through Thursday.

Week 1: introductory modules that detail the objectives of each program, then getting to work.

Week 2 – 5: field work, Labwork, and.

Week 6: Practice presentations of the final projects and Final Showcase

Final Showcase offers an opportunity for the youth to present their work to the greater community as well as family and friends. The program also hosts a series of presentations to the Apps and Maps board members, where the Internship groups present their work in a formal manner.

With the BITS program ongoing for the last fifteen years, we have many returning youth each summer; we see a similar pattern continuing with the Apps and Maps program as well, indicating the relevance and success of this learning model.

Internship Model

The internship program consists of several projects hosted by the Urban Apps and Maps Studio that will investigate the possibilities of social media to affect change in the urban environment of North Philadelphia. Results of these various projects will be outlines for social media and smartphone applications that would address issues of urban health, urban farming, and related themes grounded in improving the urban spaces and subsequently raise quality of life within North Philadelphia.

Through the Urban Apps and Maps Studio we educate, train, and support local youth utilizing digital tools including apps, maps and online content. With this training, the participants in the Urban Apps and Maps Studio are on their way to becoming the next generation of leaders due to their hard earned capability to define urban social problems and create the tools to help alleviate them.

Service Learning Model

The larger aim of this educational experience is to create and foster a new generation of neighborhood community leaders in Philadelphia from the youth in the program. These students will be able to use this training on to further involve their family and community members all in an attempt to establish a foundation of basic information technology (IT) literacy skills that will act as pathway for fostering community engagement.

Service learning through BITS is designed in such a way to develop "digital communities" through student engagement that focuses on solving urban problems, specifically, around economic opportunity, personal and environmental health, safety, and the arts. The program uses geographic fieldwork techniques of critical observation, investigation, and thick description paired with IT skill-building to identify, research, and propose solutions to these urban problems. In addition to this, general reading and writing comprehension is enhanced through the process, and on-location exploration of places in Philadelphia are utilized as a means of identifying innovative solutions. The seemingly intractable problems concerning urban problem solving are contextualized from an issue affecting the entire city as well as affecting each individual citizen.

http://appsnmaps.temple.edu/

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

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):
The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):
Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

The Center for Sustainable Communities at Temple University conducts integrated social and environmental research on natural, technological, and socio-economic systems to address the challenges of sustainability—how can we meet the needs of people locally and globally through equitable, innovative and practical solutions that protect the environment which sustains life on the planet.

The Center for Sustainable Communities (CSC) at Temple University Ambler was established in July 2000 to develop and promote new approaches to protect and preserve quality of life through sustainable development. The Center, housed in the College of Liberal Arts, draws on resources at both TU Ambler and Main Campuses to conduct interdisciplinary research and offer educational and community outreach programs. A working resource for government agencies, community organizations, and industry, the CSC provides objective information and services to improve decision-making relative to sustainable development. The Center draws on expertise from across the social and environmental sciences and diverse methodological approaches that include geospatial analysis and techniques, community-based research and citizen science.

https://www.cla.temple.edu/center-for-sustainable-communities/

Name of the institution's formal community partnership to advance sustainability (3rd partnership):
Symphony for a Broken Orchestra

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's sustainability focus? (3rd partnership):
The partnership supports at least one, but not all three, dimensions of sustainability

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):
Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

Symphony for a Broken Orchestra is a two year initiative committed to re-imagining sustainable art education throughout the Philadelphia School District. As part of our work, David Lang will be creating a visionary new composition featuring approximately 400 of the School District of Philadelphia's 1,000 broken instruments. This new work will premiere in December 3, 2017, and will be performed by a specially assembled orchestra of 400 musicians from across Philadelphia that will be conducted by Jayce Ogren.

Following the performances, Temple Contemporary, in collaboration with instrument repair professionals, will repair all of the fixable instruments and return them back to the School District in the fall of 2018. Instrument repair kits will also be installed in every public school offering instrumental music classes, allowing any broken instruments in the future to be repaired.

We will be working with instrument repair professionals after the concert that will fix all of the instruments that can be fixed. Once they are repaired, they will be returned to the school from which they originated. In addition, we will also be installing musical repair kits in each of the schools that offer music instrument classes, giving teachers the tools needed to make any simple repairs in the future.

Currently the School District of Philadelphia has a limited budget. Through this project we hope to highlight music education in our public schools, and provide support to fix the instruments in need of repair, returning them back to the classrooms and making it possible for more children to play. The music repair kits that will be installed in each of these schools will also provide an on-going resource so that when instruments need simple repairs, these will be able to be done.

http://symphonyforabrokenorchestra.org/faq/

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

http://appsnmaps.temple.edu/activities/summer-program-model/

https://www.cla.temple.edu/center-for-sustainable-communities/

http://symphonyforabrokenorchestra.org/faq/

Inter-Campus Collaboration

Score	Responsible Party
3.00 / 3.00	**Kathleen Grady** Director of Sustainability Office of 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 an active member of a national or international sustainability network;
- Is an active member of a regional, state/provincial or local sustainability network;
- Has presented at a sustainability conference during the previous year;
- Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
- Has had staff, students, or faculty serving on a board or committee of a 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 staff, faculty, 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; and/or
- Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.

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

Is the institution an active member of a national or international sustainability network?:
Yes

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

Climate Leadership Commitment (New ACUPCC)
AASHE
USGBC
University Surplus Property Association

Is the institution an active member of a regional, state/provincial or local sustainability network?:
Yes

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

Southeast Pennsylvania Green Schools
Green Building United (Formerly Delaware Valley Green Building Council)
City of Philadelphia's Solid Waste and Recycling Advisory Council

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

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

-AASHE's 2016 conference - Starting a Surplus Program workshop
-USPA 2017 conference - Urban surplus programs

-October 2017 DVGBC event: "Collaborative Learning: Temple's Tiny House"
-October 2017 Wisconsin Hope Laboratory's #RealCollege conference - "Creating Systemic Change in Higher Education"
-Post Landfill Action Network Zero Waste Conference

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :
Yes

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

"Temple Tiny House" case study submitted for the 2017 AASHE Campus Achievement Sustainability Award.

Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years? :
No

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

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 staff, faculty, 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?:
Yes

A brief description of the peer review activities:

Participated in the STARS pilot for reviewing submission.

Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :
Yes

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

1) Through the SE PA Green Schools, Temple University hosted a guided tour of its surplus operations and how other schools/local governments could implement a program like Temple's surplus program. Following the tour, Temple provided detailed documentation to several schools on how it got its program started and provided its working documents to serve as a model.
2) Collaborated with Drexel and Villanova to host and participate in SPARK, a sustainable innovation design competition.

The website URL where information about the programs or initiatives is available:
https://sustainability.temple.edu/about-us/calendar/spark-kickoff

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated September 2017

https://sustainability.temple.edu/about-us/calendar/spark-kickoff

http://temple-news.com/news/commuter-affordability-talks-paused/

https://www.eventbrite.com/e/tour-of-surplus-operations-tickets-37692775105

https://sustainability.temple.edu/about-us/calendar/collaborative-learning-temple-tiny-house

https://docs.google.com/spreadsheets/d/10tnSLsDx8Tr0vElnqxokaueM32lJH1_juQnPCPLvBHE/edit?usp=sharing

Continuing Education

Score	Responsible Party
1.20 / 5.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Part 1

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

Part 2

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

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

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

Does the institution offer continuing education courses that address sustainability?:
Yes

Total number of continuing education courses offered:
250

Number of continuing education courses offered that address sustainability:
10

Percentage of continuing education courses that address sustainability:
4

A copy of the list and brief description of the continuing education courses that address sustainability:
Temple Continuing Education_2017_2018.pdf

A list and brief description of the continuing education courses that address sustainability:

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

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:
No

A brief description of the certificate program(s), including the year the program was created:

The website URL where information about the programs or initiatives is available:
http://noncredit.temple.edu/nce

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated for 2017-2018 courses

Community Service

Score	Responsible Party
1.72 / 5.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):
38,136

Number of students engaged in community service (headcount):
16,000

Percentage of students engaged in community service:
41.96

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):
Yes

Total number of student community service hours contributed during the most recent one-year period:
175,000

Number of annual community service hours contributed per student :
4.59

The website URL where information about the programs or initiatives is available:
http://www.temple.edu/community/service_community.htm

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

Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):
No

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information provided by Andrea Swan in the University Office of Community Relations Department. Data is for FY17.

Participation in Public Policy

Score	Responsible Party
0.00 / 2.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

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, and/or
- 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, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty 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.

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

Trademark Licensing

Score	Responsible Party
2.00 / 2.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

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

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

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

A brief description of the institution's WRC or FLA membership, including the year membership was last established or renewed:

2017-2018

The website URL where information about the programs or initiatives is available:
https://www.temple.edu/faculty-and-staff/business-services/corporate-responsibility

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated FY17.

Operations

Air & Climate

Points Claimed 5.65

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
Greenhouse Gas Emissions	4.65 / 10.00
Outdoor Air Quality	1.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
4.65 / 10.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.215 MtCO2e per gross square metre) of floor area.

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

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

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

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);
- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

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

Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :
Yes

Does the institution's GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:

	All, Some, or None
Business travel	All
Commuting	All
Purchased goods and services	None
Capital goods	None
Waste generated in operations	All
Fuel- and energy-related activities not included in Scope 1 or Scope 2	All
Other categories	None

A copy of the most recent GHG emissions inventory:
Temple GHG Inventory Update_FY2017.pdf

A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:

The Greenhouse Gas Inventory quantifies Temple's anthropogenic GHG emissions from energy consumption, waste disposal, agricultural activities, use of chemicals and refrigerants, and commuter transportation choices and tracks emissions of three primary greenhouse gases: carbon dioxide (CO2), methane (CH4), and nitrous oxide (N2O). Greenhouse Gas reporting includes only those campuses where the university has operational control and can enforce a change in policy (Main, Ambler, Health Sciences, Podiatric and Tyler campuses).

Using the methodology of CarbonMAP (

http://campuscarbon.com

), GHG emissions are expressed in Metric Tons of Carbon Dioxide Equivalents (MTeCO2). The individual greenhouse gases are converted to carbon dioxide equivalent values using the global warming potential (GWP) of the respective gases to convert them to common units. The total MTeCO2 is the sum of the emissions from each source. Previous inventories were generated using Clean Air – Cool Planet's Campus Carbon Calculator. Temple's emissions data is recalculated annually to reflect updates to emission factors and global warming potentials.

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

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

Documentation to support the internal and/or external verification process:

Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):
Yes

Gross Scope 1 and Scope 2 GHG emissions:

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	49,395 *Metric Tons of CO2 Equivalent*	57,166 *Metric Tons of CO2 Equivalent*
Gross Scope 1 GHG emissions from other sources	1,043 *Metric Tons of CO2 Equivalent*	2,573 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from purchased electricity	100,380 *Metric Tons of CO2 Equivalent*	104,685 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from other sources	1,075 *Metric Tons of CO2 Equivalent*	278 *Metric Tons of CO2 Equivalent*
Total	151,893 *Metric Tons of CO2 Equivalent*	164,702 *Metric Tons of CO2 Equivalent*

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

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	July 1, 2005	June 30, 2006

A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Full greenhouse gas inventory report released in May 2009 - Fiscal year 2006 was considered the year with the most complete and reliable data and was established as the baseline year.

Figures needed to determine total carbon offsets:

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Net carbon offsets	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):

removed Institution-catalyzed carbon offsets generated

Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	20,059.33 *Metric Tons of CO2 Equivalent*	125 *Metric Tons of CO2 Equivalent*

A brief description of the purchased RECs/GOs including vendor, project source and verification program:

Purchased RECs FY2017:
Vendor: Direct Energy
Source: National Wind
Verification: Green-e

Temple substantially expanded its green power procurement in FY2016 by allocating a portion of its utility budget to purchase additional renewable energy credits (RECs). By doing this, Temple became an Environmental Protection Agency (EPA) Green Power Partner in 2017 for utilizing green power RECs for 25 percent of its total electricity needs.

Adjusted net Scope 1 and 2 GHG emissions:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	131,833.67 *Metric Tons of CO2 Equivalent*	164,577 *Metric Tons of CO2 Equivalent*

Figures needed to determine “Weighted Campus Users”:

	Performance Year	Baseline Year
Number of students resident on-site	5,541	4,550
Number of employees resident on-site	0	12
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	35,750	25,280
Full-time equivalent of employees (staff + faculty)	7,182	6,478
Full-time equivalent of students enrolled exclusively in distance education	506	0
Weighted campus users	33,204.75	24,959

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	3.97 *Metric Tons of CO2 Equivalent*	6.59 *Metric Tons of CO2 Equivalent*

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:
39.79

Gross floor area of building space, performance year:
9,665,936 *Gross Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	969,904 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	0 *Square Feet*

EUI-adjusted floor area, performance year:
11,605,744 *Gross Square Feet*

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:
0.01 *MtCO2e / GSF*

Scope 3 GHG emissions, performance year:

	Emissions
Business travel	10,462 *Metric Tons of CO2 Equivalent*
Commuting	30,811 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	6,203 *Metric Tons of CO2 Equivalent*
Waste generated in operations	7,942 *Metric Tons of CO2 Equivalent*
Other categories	---

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

• Renewable energy purchases amounting to 20% of the university's overall energy consumption;
• Resigning of the President's Climate Commitment which has been adapted to include both climate and resiliency goals;
• LEED certification of six campus buildings;
• Implementation of the Continuous Automated Commissioning pilot software system;
• Continuation of the implementation phase of the Utility Master Plan's energy conservation measures (ECM) with the assistance of The Efficiency Network. Completed projects include: lighting upgrades at the Carlisle Parking Garage, Klein Law Building, Liacouras Garage, Pearson and McGonigle Halls, Pearson Gym, Presser Hall basement; and, campus wide pipe and equipment insulation upgrades.

The website URL where information about the programs or initiatives is available:
https://sustainability.temple.edu/topics/energy-and-buildings

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Includes data through end of FY2017

Outdoor Air Quality

Score	Responsible Party
1.00 / 1.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Part 1

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NOx), sulfur oxides (SOx), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

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

Temple complies with the City of Philadelphia's anti-idling ordinance, which prohibits idling for longer than 3 minutes.

Has the institution completed an inventory of significant air emissions from stationary campus sources or else verified that no such emissions are produced?:
Yes

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	45.56 *Tons*
Sulfur oxides (SOx)	0.57 *Tons*
Carbon monoxide (CO)	39.75 *Tons*
Particulate matter (PM)	9.17 *Tons*
Ozone (O3)	---
Lead (Pb)	0 *Tons*

	Weight of Emissions
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	69,400.68 *Tons*

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

The university completes an annual Emission Inventory Production Report for the campuses. The report meets the standards of the PA Department of Environmental Protection. The other category includes Methane, Nitrous, VOC, Ammonia, and CO2.

The website URL where information about the programs or initiatives is available:
http://www.dep.state.pa.us/dep/deputate/airwaste/aq/cars/docs/PHL_Parking_Authority_Idling_Ordinance.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated with CY16 numbers. The numbers include both Main and HSC campuses.

Buildings

Points Claimed	2.72
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 Operations and Maintenance	0.92 / 5.00
Building Design and Construction	1.80 / 3.00

Building Operations and Maintenance

Score	Responsible Party
0.92 / 5.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M)

And/or

2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example ENERGY STAR Guidelines for Energy Management and U.S. EPA Portfolio Manager.

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

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space 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 building space:
9,665,936 *Square Feet*

Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

	Certified Floor Area
LEED O+M Platinum or the highest achievable level under another GBC rating system	0 *Square Feet*
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 *Square Feet*
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 *Square Feet*
LEED O+M Silver or at a step above minimum level under another 4 -or 5–tier GBC rating system	0 *Square Feet*
LEED O+M Certified or certified at minimum level under another GBC rating system	0 *Square Feet*

Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BESt, Green Globes CIEB:

0 *Square Feet*

Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:
0

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

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):
0

A copy of the IAQ management policy or protocol:

The website URL where the IAQ policy/protocol may be found:

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):
0

A copy or the green cleaning policy:

A brief description of how green cleaning is incorporated into cleaning contracts:

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):
92

A brief description of the energy management or benchmarking program:

Per City of Philadelphia BILL NO. 120428-AUS, Temple University is required to provide benchmarking and reporting of energy and water usage data for certain
buildings. Temple uses the Energy Star Building Portfolio Manager benchmarking program to comply with city code. Portfolio Manager is an interactive resource management tool that enables you to track and assess energy and water use across your entire portfolio of buildings, including: manage energy and water consumption for any building; Compare your energy and water performance to similar buildings; Measure your carbon footprint; Set investment priorities; Verify and track savings; and, Share and report performance.

http://visualization.phillybuildingbenchmarking.com/#!/

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):
92

A brief description of the water management or benchmarking program:

Per City of Philadelphia BILL NO. 120428-AUS, Temple University is required to provide benchmarking and reporting of energy and water usage data for certain
buildings. Temple uses the Energy Star Building Portfolio Manager benchmarking program to comply with city code. Portfolio Manager is an interactive resource management tool that enables you to track and assess energy and water use across your entire portfolio of buildings, including: manage energy and water consumption for any

building; Compare your energy and water performance to similar buildings; Measure your carbon footprint; Set investment priorities; Verify and track savings; and, Share and report performance.

http://visualization.phillybuildingbenchmarking.com/#!/

The website URL where information about the programs or initiatives is available:
https://www.energystar.gov/buildings/facility-owners-and-managers/existing-buildings/use-portfolio-manager/learn-how-portfolio-manager

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated for FY2017

Building Design and Construction

Score	Responsible Party
1.80 / 3.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

1) Certified under a green building rating system for new construction and major renovations, e.g. LEED®: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

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

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

Total floor area of newly constructed or renovated building space (include projects completed within the previous five years) :
1,282,000 *Square Feet*

Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge:
0 *Square Feet*

Floor area of newly constructed or renovated building space certified at each level under a rating system for design and construction used by an Established Green Building Council (GBC) :

	Certified Floor Area
LEED BD+C Platinum or at the highest achievable level under another rating system	0 *Square Feet*
LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system	247,000 *Square Feet*
Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star)	0 *Square Feet*
LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system	375,000 *Square Feet*

	Certified Floor Area
LEED BD+C Certified or certified at minimum level under another GBC rating system	660,000 *Square Feet*

Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):
0 *Square Feet*

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:
100

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

From FY2013 - FY2017, the following buildings are LEED Certified under LEED BD+C: Morgan Hall (Certified), Montgomery Avenue Parking Structure (Silver) and the Science Education Research Center (Gold).

Floor area of newly constructed or renovated building space that is NOT certified, but that was designed and constructed in accordance with published green building guidelines and policies:
0 *Square Feet*

A copy of the green building guidelines or policies :
2014-1029_Temple University MP Final Draft REV1_0_0.pdf

The green building guidelines or policies:

Do the green building guidelines or policies cover the following?:

	Yes or No
Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)	Yes
Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)	Yes
Building-level energy metering	Yes
Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)	Yes
Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)	Yes
Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)	Yes
Building-level water metering	Yes

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

standards & metrics
• LEED Gold for all new buildings or comply with ASHRAE 90.1-2010 energy code.
• 30% of LEED Credits will come from Energy and Atmosphere

Category.
• Buildings not pursuing LEED shall target a 30% reduction in energy use below ASHRAE 90.1-2010. These buildings shall also be commissioned.
• All design teams shall utilize LEED professionals.
• All new appliances and equipment shall be Energy Star rated.

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

The aforementioned building projects have been submitted to the USGBC for LEED certification. The USGBC provides for an independent, third party verification of green building design and construction guidelines and policies.

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/temples-green-buildings

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Includes buildings completed in FY2013 - FY2017

Energy

Points Claimed 2.62

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 Consumption	2.26 / 6.00
Clean and Renewable Energy	0.36 / 4.00

Building Energy Consumption

Score	Responsible Party
2.26 / 6.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Part 1

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

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius 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 (see *G. Standards and Terms*).

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

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	752,115 *MMBtu*	684,037.10 *MMBtu*
Electricity from on-site renewables	247 *MMBtu*	0 *MMBtu*
District steam/hot water (sourced from offsite)	14,729 *MMBtu*	3,807 *MMBtu*
Energy from all other sources (e.g., natural gas, fuel oil, propane/LPG, district chilled water, coal/coke, biomass)	926,001 *MMBtu*	805,388 *MMBtu*
Total	1,693,092 *MMBtu*	1,493,232.10 *MMBtu*

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

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	July 1, 2005	June 30, 2006

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

2006 represents first year data is considered complete and reliable

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	9,665,936 *Gross Square Feet*	8,266,175 *Gross Square Feet*

Source-site ratio for grid-purchased electricity:
3.14

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.18 *MMBtu / GSF*	0.18 *MMBtu / GSF*
Source energy	0.34 *MMBtu / GSF*	0.36 *MMBtu / GSF*

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline:
4.43

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

	Degree days (see help icon above)
Heating degree days	3,926 *Degree-Days (°F)*
Cooling degree days	1,662 *Degree-Days (°F)*

Floor area of energy intensive space, performance year:

	Floor Area
Laboratory space	969,904 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

EUI-adjusted floor area, performance year:
11,605,744 *Gross Square Feet*

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:
26.11 *Btu / GSF / Degree-Day (°F)*

Documentation (e.g. spreadsheet or utility records) 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 (e.g. outreach and education efforts):

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

The university utilizes its building automation system to regulate temperatures in buildings based on occupancy hours. The setback period is scheduled for evenings and weekends.

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

In FY14, the university installed 120 LED lights in the Kiva Auditorium. Temple installed 17 Watt par 38 LED dimmable lamps, thereby replacing the 100 watt par 38 lamps that were previously used in the space.

In FY16, lighting upgrades were completed at the Carlisle Parking Garage, Klein Law Building, Liacouras Garage, Pearson and McGonigle Halls, Pearson Gym and Presser Hall basement.

In FY2017, Temple saved over $450,000 and 6,500 tons of carbon emissions by implementing energy conservation measures in its buildings through projects such as lighting upgrades and mechanical equipment optimizations.

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, e.g. combined heat and power (CHP):

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

Driven by rising utility costs, tighter budgets and a growing imperative to preserve natural resources, Temple has instituted an energy conservation policy designed to reduce energy consumption throughout the university community.

https://sustainability.temple.edu/sites/sustainability/files/uploads/documents/TEMPLE%20UNIVERS

ITY%20ENERGY%20CONSERVATION%20POLICY%20FINAL.pdf

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/topics/energy-and-buildings

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Includes data through end of FY2017

Clean and Renewable Energy

Score	Responsible Party
0.36 / 4.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

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

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution (i.e. the utility's standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

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

Biofuels from the following sources are eligible:

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (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.

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

Total energy consumption (all sources, excluding transportation fuels), performance year :
1,693,092 *MMBtu*

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

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

Temple installed a 4,500 SF, 63-kilowatt solar array on the south-facing roof of Temple's Edberg-Olson Hall. The system is owned and operated by Community Energy Inc. and Temple does not retain associated environmental attributes.

Non-electric renewable energy generated on-site, performance year:
0 *MMBtu*

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

Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes, performance year:
0 *MMBtu*

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

Total third-party certified RECs, GOs and/or similar renewable energy products (including renewable electricity purchased through a utility-provided certified green power option) purchased during the performance year:
150,298 *MMBtu*

A brief description of the RECs, GOs and/or similar renewable energy products, including contract timeframes:

In FY2017, the university purchased 44,082 MWh of national wind energy.

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/climate-commitment/greenhouse-gas-inventory

Additional documentation to support the submission:

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	---

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

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Percentage of total energy consumption from clean and renewable sources:
8.88

Data source(s) and notes about the submission:

Includes data through end of FY2017

Food & Dining

Points Claimed	2.00
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	0.00 / 6.00
Sustainable Dining	2.00 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
0.00 / 6.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

1. **Third Party Verified**. The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).
2. **Local & Community Based**. The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the Real Food Standards, a product must meet the following criteria to qualify as Local & Community Based:

Single-Ingredient Products	A single-ingredient product must meet ALL of the following criteria: 1. Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats. 2. Size. Produce: Gross annual sales for individual farms must not exceed $5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed $50 million (US/Canadian). 3. Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).
Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)	At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.
Multi-Ingredient Products (e.g., baked goods)	Producing company must meet ALL of the following criteria: 1. Ownership. Company must be a privately or cooperatively owned enterprise. 2. Size. Company's gross annual sales must be less than or equal to $50 million (US/Canadian). 3. Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. AND At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.

Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the Real Food Calculator.

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

- Product description/type.
- Label, brand or producer.
- The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").

Institutions in the U.S. and Canada with students running the Real Food Calculator may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as "third party verified… or Local & Community-Based" (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the STARS Food and Beverage Purchasing Inventory template to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g., Aramark, Bon Appétit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

Part 1

Institution's dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

Part 2

Institution's dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined above). Please note that products reported in the "other sustainability attributes" category are considered to be conventionally produced.

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

Data source(s) and notes about the submission:

Updated as of FY16 end.

Sustainable Dining

Score	Responsible Party
2.00 / 2.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

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

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

Part 2

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 an on-site 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; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

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 have a published sustainable dining policy?:
No

A brief description of the sustainable dining policy:

Does the institution or its primary dining services contractor source food from a campus garden or farm?:
No

A brief description of the program to source food from a campus garden or farm:

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/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:

The university hosts a farmers' market every Thursday between May and November. The project is a collaboration with the Food Trust.

The university also offers a CSA through the Rad Dish Cafe and a partnership with Philly Food Works.

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:

The Resident dining program has options for the vegan and vegetarian population on campus. The Louis J. Esposito Dining Center has a station dedicated to vegetarian and vegan meal options. Besides the Resident dining program, a range of vegan options are offered in other dining facilities.

Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:
Yes

A brief description of the low impact dining events:

The university hosts Meatless Mondays at the Louis J. Esposito Dining Center, the main dining center on campus.

Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:
Yes

A brief description of the sustainability-themed meals:

The university hosts a harvest meal sourced by the 1940 Residence Hall's community garden each fall semester. Additionally, the Green Council and TCG host sustainable potlucks that are entirely vegan on semi-annual basis. The Office of Sustainability also provides exclusively vegan fare at its events on campus, with much of it sourced from the student-run Rad Dish Co-op Cafe, which has a strict sourcing policy.

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:

Temple University provides the Rad Dish Food Co-op Cafe with a cafe space on campus. The entire establishment is vegetarian/vegan, and is governed by a local sourcing policy that requires items to be purchased within 150 miles of campus, organic or fair trade.

The university also leases a space to HoneyGrow, a locally sourced cafe on campus.

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?:
Yes

A brief description of the sustainability labeling and signage in dining halls:

The Louis J. Esposito Dining Center provides signage via table tents and signs sharing information about food waste generated via the dining halls.

Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:
Yes

A brief description of the outreach efforts to support learning and research about sustainable food systems:

The university's food vendor has hired a sustainability marketing intern for its operations, and is also creating a green team of student representatives to advance sustainability within the dining halls.

The university has worked to educate students on food systems through signage at the edible landscaping project, workshops/programs on food access in the Tiny House, documentary screenings and events at the Rad Dish Co-op Cafe. Examples of programming include a panel on black farmers, screening of Growing Cities at the Temple Community Garden Site, cooking demonstrations at the Rad Dish cafe, meet the roaster events, and more.

Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:
Yes

A brief description of the other sustainability-related dining initiatives:

University students, staff and faculty can meet with a nutritionist six times per year for free. The university nutritionist also leads guided tours through Fresh Grocer, the local grocery store, to teach students how to shop for healthy food on a budget.

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?:
Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

The dining services vendor keeps logs of its pre-consumer food waste and enters it into their corporate data tracking. The pre-consumer food waste is composted.

The university tracks its food waste diversion, and completes waste audits to determine the ability to additional food waste.

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:

Trays have been removed from all dining facilities on campus. The dining services provider uses strict portion sizing when serving.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:
No

A brief description of the food donation program:

Does the institution or its primary dining services contractor divert 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)?:
Yes

A brief description of the food materials diversion program:

The university contracts with Waste Oil Recyclers to manage its cooking oil in all of its large scale dining facilities.

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:

Temple compost pre-consumer food waste at its two "all you care to eat" facilities, and its two large retail food courts. It is taken to a local farm for composting.

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:

Temple composts all post-consumer food waste generated in the Louis J. Esposito Dining Center. It is taken to a farm for composting.

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:

The The Louis J. Esposito Dining Center utilizes reusable service ware for all of its meals. The Morgan Hall dine-in option does not use reusable service ware.

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)?:
No

A brief description of the compostable containers and service ware:

Does the institution or its primary dining services contractor offer 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?:
Yes

A brief description of the reusable container discount or incentives program:

The dining services provider on campus provides a discount for reusable mugs.

Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:
Yes

A brief description of other dining services materials management initiatives:

The university has a pallet recycling program with a local provider.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated as of FY18.

Grounds

Points Claimed 1.82

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	0.82 / 2.00	
Biodiversity	1.00 / 1.00 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) Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study. Close	

Landscape Management

Score	Responsible Party
0.82 / 2.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Institution’s grounds include areas that are managed in accordance with:

1) An Integrated Pest Management (IPM) program;

Or

2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

Total campus area (i.e. the total amount of land within the institutional boundary):
330 *Acres*

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	9.80 *Acres*
Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials	2.50 *Acres*
Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	5.64 *Acres*
Total area of managed grounds	17.94 *Acres*

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

Our total area of managed grounds is 21.75. Temple University is located in North Philadlephia in a very dense urban area. The remaining acreage is streetscape, building footprints, parking lots, walking paths, cartpaths.

Percentage of grounds managed in accordance with an IPM program:
54.63

A copy of the IPM plan or program:
Ambler IPM_1.docx

A brief description of the IPM program:

45% of the total managed acres is managed in accordance with an IPM program. These acres are located at the Ambler Athletic Fields.
1. Scouting / Pest-Pathogen Identification; 2.Determination of Damage Threshold; 3.Selection of Control; 4.Evaluation of Results

Percentage of grounds managed in accordance with an organic program:
13.94

A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

11% of total acres managed is managed in accordance with an organic program. This area is located in Ambler's lawns and beds. No pesticides or fertilizers are used.

A brief description of the institution's approach to plant stewardship:

A brief description of the institution's approach to hydrology and water use:

See answers above

A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

The university composts its organic waste from grounds keeping. In 2012, a dedicated organic waste compactor was installed adjacent to the Grounds Department operations center. Organic waste from Temple's horticultural operations is kept out of the landfill and recycled into useful compost at a professional facility offsite. Excess soils are stored on site for future use.

A brief description of the institution's approach to energy-efficient landscape design:

The campus landscaping lighting standard is LED fixtures.

A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

In order to reduce the volume of ice melting agent applied to the grounds, the Grounds Department is very diligent in removing all snow and ice before applying melting agents. As a policy the Grounds Department does not treat surfaces with ice melt before a storm event. The Grounds Department uses Calcium Chloride (CaCl) instead of rock salt or Sodium Chlroide (NaCl).

The website URL where information about the programs or initiatives is available:
http://www.temple.edu/facilities/sustainabaility.html

Additional documentation to support the submission:

Ambler IPM.docx

Data source(s) and notes about the submission:

FY17. Updated with IPM plan.

Biodiversity

Score	Responsible Party
1.00 / 1.00	
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) Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Close

Criteria

Institution conducts one or both of the following:

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

And/or

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

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

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

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
No

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or –managed land?:
Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:
No

The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:

Since 2004, Temple has been conducting research on bird collisions with campus building windows. Philadelphia is situated along the Atlantic Flyway migration route and bird collisions into windows are an issue. Temple conducts ongoing surveys on collision hot spots on campus.

Comprehensive assessments include:

Philadelphia Zoo Migratory Bird Initiative
During the spring of 2009, as an expansion of the zoo's work in Center City, Philadelphia, the Philadelphia Zoo and Audubon Pennsylvania organized a survey of bird collisions on the main campus of Temple University in conjunction with Temple's Office of Sustainability, Grounds Department and interested students and faculty. Student volunteers were recruited to monitor 12 buildings that were believed to be among the most collision prone buildings on the main campus. A total of 53 birds representing 15 species were found over the course of three weeks during spring migration. As a result of these findings, a student-led pilot study targeting a campus "collision hotspot" was conducted in the fall of 2010. Data was collected before and after a film matrix was applied over a large area of glass, demonstrating both the problem and the outcome of a solution. The Audubon Pennsylvania comprehensive assessment model included collection of the following data: building, side, location, approximate distance from the building, species, count, date, time, monitors, type of specimen.

http://www.philadelphiazoo.org/Save-Wildlife/Our-Projects/Migratory-Bird-Initiative.htm

Temple Grounds and student-led assessments (based on Audubon Pennsylvania assessment model developed for Temple University) have been conducted during the spring and fall bird migration periods (March 15 - June 15 and August 15 - November 30) since spring 2009.

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

Temple's Main Campus buildings with large amounts of highly reflective or transparent glass, including buildings with vegetation situated close to the building.

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

Campus Mitigation Efforts:

Collision Survey: In addition to Temple's counting efforts, Audubon Pennsylvania and the Philadelphia Zoo organized a survey of bird collisions in the spring of 2009 on Temple's Main Campus. The buildings that had the most number of collisions on Main Campus are those that use highly reflective glass, buildings with vegetation situated close to windows or buildings with transparent or reflective glass walkways.

Hawk Models: In the spring of 2010, eight 2-dimensional, life-sized models of bird eating hawks were created from photos and mounted on four collision prone buildings at Temple to see if bird collision rates were reduced in areas where the models were erected. This method of preventing bird collisions had never been tried before anywhere else in the world. This mitigation method was not effective at reducing bird strikes.

Window Film: Research has shown that birds will avoid flying through spaces that are 2" high or less and 4" wide or less (2x4 rule). Window patterns that follow the 2x4 rule can be an effective means of mitigating bird collisions.

Window film has been tested in a variety of locations on Main Campus though student projects and research, including:

Tyler Graphic Design students designed patterns for window film in a juried competition. The winning design was installed on the Tuttleman-Paley connector walkway windows in partnership with SurfaceCare.
Student research project in Beury Hall, first floor west entrance and glass corridor where translucent squares and designs were installed on windows. Click to read more.

As of August 2015, window film has been installed on three campus buildings (Tuttleman-Paley bridge, Gladfelter Hall mezzanine level and Ritter Hall at the Rad Dish Cafe).

Window Netting: Window netting has been an effective and low-cost method of mitigating bird deaths and injuries by allowing birds to bounce off a taut net and not strike the window. A 2012 student research project aimed to test the effectiveness of window netting installed on buildings. Click to read more.

Fritted Glass: The installation of high density fritted glass has shown to be an effective method of mitigating bird strikes. Fritted glass has been installed on portions of Morgan Hall which opened in August 2013. Monitoring began in 2014 to determine the effectiveness of this mitigation strategy for Temple's campus and has so far shown positive results.

Design Guidelines: Bird-friendly design guidelines have been incorporated into Temple's 2014 Master Plan.

Campus Awareness:

Creating campus awareness of bird-window collisions has been an important aspect of mitigation efforts undertaken on campus. Through collaborative efforts, news articles, informational signage and presentations, Temple is spreading the word about its efforts to reduce bird deaths. Click below to view some examples:

Sullivan Hall display
GRID Magazine: When Art and Birds (Don't) Collide
College of Liberal Arts light switch campaign
2016 World Symposium on Sustainable Development at Universities Conference at MIT

The website URL where information about the programs or initiatives is available:
https://sustainability.temple.edu/birds

Additional documentation to support the submission:

Purchasing

Points Claimed 3.11

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	1.75 / 3.00
Electronics Purchasing	0.41 / 1.00
Cleaning and Janitorial Purchasing	0.55 / 1.00
Office Paper Purchasing	0.40 / 1.00

Sustainable Procurement

Score	Responsible Party
1.75 / 3.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content 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 expectations about the social and environmental responsibility of the institution's business partners (i.e. product and service providers).

Part 2

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 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 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and 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
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products.
2) Construction and renovation (e.g. furnishings and building materials).	• A stated preference for materials that meet LEED requirements.
3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR or EPEAT registered products.

4) Food services (i.e. franchises, vending services, concessions, convenience stores) (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	• Including sustainability objectives in contracts with on-site franchises. • Requiring that franchises pay a living wage to employees.
5) Garments and linens	• Published labor and human rights standards that suppliers must meet.
6) Professional services (e.g. architectural, engineering, public relations, financial)	• A stated preference for disadvantaged or community-based service providers. • A stated preference for B Corporations.
7) Transportation and fuels (e.g. 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.
8) Wood and paper	• A stated preference for post-consumer recycled, agricultural residue or third party certified content. • A stated preference for FSC certified printing services.
9) Other commodity categories that the institution has determined to have significant sustainability impacts	• Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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 commodity categories institution-wide?:
Yes

A copy of the policies, guidelines or directives:

The policies, guidelines or directives:

Use of Minority or Women Business Enterprise (MBE/WBE) Vendors
Temple University is committed to dealing with all suppliers with an ethical manner to support and encourage business with diverse groups. Temple University's policy is to provide opportunities to all diverse suppliers which include but not limited to minority and women owned businesses. Temple University encourages all internal departments to include diverse suppliers when looking to source a service or commodity. It is Temple University's commitment to do business with any supplier that can provide competitive price and quality for services and commodities which meet Temple University's business needs.

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:

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:
Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

In FY17, Temple University made the switch to a green cleaning line. The university requires its cleaning products (with the exception of its quaternary disinfectant) to meet independent verified green cleaning standards. Products used on campus must meet the following criteria:

-Forest Stewardship Council (FSC) certified (paper products);
-Green Seal certified; or,
-EPA Safer Choice labeled.

Information on the published policy and procedure is located here:

https://sustainability.temple.edu/green-cleaning-program#

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Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:
Yes

A brief description of the published sustainability criteria for construction and renovation products:

The construction and renovation sustainability criteria for construction and renovation products is published in the Green building policy, which was formerly adopted in Temple's Visualize Temple Master Plan. The policy sets forth:

• Maximizing recycled materials in construction projects is a goal for every building project, with a minimum goal for each project of 20%.
• Using materials for new construction that are easily recycled at the end of their life is encouraged.
• The use of durable and quality materials will extend the use of a facility and minimize costs for maintenance and future renovations will be encouraged.
• Utilize local and regional materials to the greatest extent possible.
• Utilize rapidly-renewable materials and certified wood products to the greatest extent possible.
indoor environments & health
• No chlorofluorocarbons (CFC) in any new equipment.
• Low-volatile organic compounds (VOC) paints, sealants and carpet systems are the standard.
• Materials that can be cleaned and maintained with the products carrying the Green Seal are preferred over alternatives.
• Every building is encouraged to pursue the Leadership in Energy & Environmental Design (LEED) innovation credit for Active Design.

https://campusoperations.temple.edu/sites/campusoperations/files/file_downloads/2014-1029Temple

UniversityMPFinalDraftREV1.pdf

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:
Yes

A brief description of the published sustainability criteria for IT products and services:

The university's standards meet EPEAT Silver or above. Additionally, the university is required to buy energy star rated equipment. The published Energy Star Rated policy is found at

https://www.temple.edu/purchasing/SustainabilityPolicies/sustain_index.htm

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Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:
No

A brief description of the published sustainability criteria for food services:

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 services (e.g. architectural, engineering, public relations, financial)?:
No

A brief description of the published sustainability criteria for professional services:

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:
No

A brief description of the published sustainability criteria for transportation and fuels:

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:
Yes

A brief description of the published sustainability criteria for wood and paper products:

The university has a requirement to buy all paper products with a minimum of 30% recycled content. The policy is published at:

https://www.temple.edu/purchasing/SustainabilityPolicies/sustain_index.htm

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Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:
Yes

A brief description of the published sustainability criteria for other commodity categories:

The university encourages departments to review surplus furniture and computers for departmental use rather than purchasing new. The policy is published at:

https://www.temple.edu/purchasing/SustainabilityPolicies/sustain_index.htm

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The website URL where information about the programs or initiatives is available:
https://www.temple.edu/purchasing/policies_procedures.htm#MBE

Additional documentation to support the submission:

Data source(s) and notes about the submission:

FY17

https://www.temple.edu/purchasing/policies_procedures.htm#MBE

Electronics Purchasing

Score	Responsible Party
0.41 / 1.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Total expenditures on desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment:
4,679,241.19 *US/Canadian $*

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

	Expenditure Per Level
EPEAT Gold	1,873,780.82 *US/Canadian $*
EPEAT Silver	55,348.22 *US/Canadian $*
EPEAT Bronze	8,646.25 *US/Canadian $*

Percentage of expenditures on electronic products that are EPEAT Gold registered:
40.04

Do the figures reported above include leased equipment?:
No

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

FY17

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/sites/sustainability/files/uploads/documents/TEMPLE%20UNIVERSITY%20ENERGY%20CONSERVATION%20POLICY%20FINAL.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Based on FY17. The estimate for total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment is estimated, because we do not track the expenditure on televisions and imaging equipment. Those items, however, are still governed by the Energy Star policy.

Cleaning and Janitorial Purchasing

Score	Responsible Party
0.55 / 1.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

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:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

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 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 expenditures on cleaning products:
295,960 *US/Canadian $*

Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):
90,350.50 *US/Canadian $*

Total expenditures on janitorial paper products:
215,475.40 *US/Canadian $*

Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):
192,527 *US/Canadian $*

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:
55.31

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

FY17.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Office Paper Purchasing

Score	Responsible Party
0.40 / 1.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

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 expenditures on office paper :
1 *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	0 *US/Canadian $*
30-49 percent	1 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	0 *US/Canadian $*

Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:
0

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

The university requires all departments to purchase paper with a minimum of 30% recycled content. It blocks the option for non-recycled content paper from its shopping options. We cannot provide actual dollar values, because they are too difficult to isolate on the individual invoices.

The website URL where information about the programs or initiatives is available:
http://www.temple.edu/controller/purchasing/SustainabilityPolicies/sustain_index.htm

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated July 2017

Transportation

Points Claimed 4.64

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	0.13 / 1.00
Student Commute Modal Split	1.57 / 2.00
Employee Commute Modal Split	0.94 / 2.00
Support for Sustainable Transportation	2.00 / 2.00

Campus Fleet

Score	Responsible Party
0.13 / 1.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric (including electric assist utility bicycles and tricycles)

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

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

Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution's fleet:

164

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	2
Fueled with compressed natural gas (CNG)	20
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0

	Number of Vehicles
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	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:

Facilities Management continues to replace its aging fleet with alternate energy powered vehicles. Temple has invested in 3 natural gas pumping stations to fuel the CNG vehicles, 2 pump stations on Main Campus and 1 pump station at Ambler Campus. The addition of the CNG pumping station at Ambler Campus enables Facilities Management to employ new city style CNG buses as the Ambler Shuttle transports. This investment significantly reduces air emissions in the TU Shuttle Bus operation. The installation of 13 diesel oxidation catalysts on the diesel fleet helps to clean the vehicle exhaust of harmful particles.

The website URL where information about the programs or initiatives is available:
http://www.temple.edu/facilities/sustainabaility.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data updated for FY2017

Student Commute Modal Split

Score	Responsible Party
1.57 / 2.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

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

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

Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation:

78.30

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

University-wide transportation survey conducted in 2016 by Temple University Institute for Survey Research:

The 2016 Temple University Transportation Survey was launched on March 22, 2016 and was completed on April 18, 2016, which was approximately a four-week survey period. Of the 8,396 Temple University students, faculty, and staff randomly sampled with a stratified design, 2,250 submitted a survey. Of the 2,250 submitted, 2,088 (93%) were sufficiently completed to include in this report. An additional 162 surveys were partially completed and excluded from the results. Excluding those that were partially completed, surveys yielded a 24.9% overall response rate, up from both an 18.9% overall response rate in 2013, and 20.1% in 2010. Post-stratification weights were calculated to adjust for non-response bias. Weighted results reflect the universe estimates of Temple students, faculty and staff proportionally.

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	21.60
Walk, bicycle, or use other non-motorized means	36.50
Vanpool or carpool	3.50
Take a campus shuttle or public transportation	38.30
Use a motorcycle, scooter or moped	0.10

The website URL where information about the programs or initiatives is available:

http://sustainability.temple.edu/topics/transportation

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated for FY2017 and based on 2016 transportation survey

Employee Commute Modal Split

Score	Responsible Party
0.94 / 2.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

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

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

Total percentage of the institution's employees that use more sustainable commuting options as their primary method of transportation:
47

A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

University-wide transportation survey conducted in 2016 by Temple University Institute for Survey Research:

The 2016 Temple University Transportation Survey was launched on March 22, 2016 and was completed on April 18, 2016, which was approximately a four-week survey period. Of the 8,396 Temple University students, faculty, and staff randomly sampled with a stratified design, 2,250 submitted a survey. Of the 2,250 submitted, 2,088 (93%) were sufficiently completed to include in this report. An additional 162 surveys were partially completed and excluded from the results. Excluding those that were partially completed, surveys yielded a 24.9% overall response rate, up from both an 18.9% overall response rate in 2013, and 20.1% in 2010. Post-stratification weights were calculated to adjust for non-response bias. Weighted results reflect the universe estimates of Temple students, faculty and staff proportionally.

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	53
Walk, bicycle, or use other non-motorized means	8
Vanpool or carpool	3
Take a campus shuttle or public transportation	36
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/topics/transportation

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated for FY2017 based on 2016 survey

Support for Sustainable Transportation

Score	Responsible Party
2.00 / 2.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

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:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/ stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
- Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a “complete streets” or bicycle accommodation policy)
- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option, for employees,either as a matter of policy or as standard practice, that reduces employee commuting
- Has incentives or programs to encourage employees to live close to campus
- Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)

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

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

Yes

A brief description of the facilities for bicycle commuters:

While the university does not have all of the facilities in one place, it does provide those amenities in separate facilities. Temple has indoor storage located in each residence hall on campus and over 1,900 outdoor bike parking spaces on Main Campus. The university makes showers available for bicycle commuters in three: Pearson McGonigle, the IBC Recreation Center and the Science Education Research Center. Lockers are available for rent at Pearson McGonigle and the IBC Recreation Center. The university installed secure bike storage in the Montgomery Garage and a secure bike parking facility outside of the College of Engineering.

Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Temple has indoor storage located in each residence hall on campus and over 1,900 outdoor bike parking spaces on Main Campus. Most campus buildings have bike racks installed within 50 ft. The university installed secure bike storage in the Montgomery Garage and installed a secured bike facility outside of the College of Engineering. In fall 2017, the university also installed covered parking amenities in the north, south and central areas on campus.

Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/ policy) that sets standards and practices for campus streets to enable safe access for all users?:
Yes

A brief description of the bicycle and pedestrian plan or policy:

Temple is an urban campus which operates under the city's Complete Streets Guidelines. The city controls the street and sidewalk right-of-way.

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

A brief description of the bicycle sharing program:

Temple’s Main Campus hosts two stations as part of Philadelphia’s city-owned bicycle-sharing program, Indego, which opened for business Thursday, April 23. The program offers 400-plus bikes at more than 60 locations around Philadelphia, from Kensington to Point Breeze to University City. Temple’s Main Campus stations can be found at Tuttleman Center on Montgomery Avenue at 13th Street and at the Temple Regional Rail Station on Berks Avenue at 10th Street. Two more stations are located near campus: one at Broad and Oxford Streets and one at Oxford and 10th Streets.

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

A brief description of the mass transit programs:

Temple University offers full time students the option to purchase a discounted, semester long transit pass. The pass provides a 10% discount on SEPTA fares. In addition, employees can participate in the WageWorks program, which enables them to purchase transit passes or tokens using pre-tax dollars.

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

A brief description of the guaranteed return trip program:

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

A brief description of the carpool/vanpool program:

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

A brief description of the car sharing program:

Main Campus and Health Science campus offer car sharing through Enterprise CarShare and Zip Car. Cars are available on or within walking distance to campus. There are also discounts available to the Temple community for both of the car sharing programs. Many of the cars on or near campus are hybrids.

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:

There are two electric vehicle recharging stations located on Main campus, and two located on the Health Science Campus.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
Yes

A brief description of the telecommuting program:

The university has a telecommute program available; however, its availability varies by department. Computer Services has taken the lead in telecommuting. Computer Services launched its telecommuting program in FY17.

Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:
No

A brief description of the condensed work week option:

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

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

The University has established a program that provides financial support for full-time staff and faculty who purchase homes in the communities surrounding its Main and Health Science campuses. In partnership with the City of Philadelphia, Temple is offering financial support and access to programs aimed at putting home ownership within reach for its faculty and staff. Through a combination of these programs, full-time Temple employees may be eligible to receive up to $9,000 in funding toward the purchase of homes within selected Philadelphia zip codes.

Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:
Yes

A brief description of other strategies to reduce the impact of commuting:

Discounted rates are available to the Temple community who use carshare.
A 15% discount is available to the Temple community for the purchase of bikes through Fuji and Cycles. The university also installed a bike fix it stations on campus for easy and free access to bike repair amenities. The university also offers Flight, an Uber-style shuttle service. This program is available to the Temple community at night and is designed to encourage students to live nearby.

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/topics/transportation

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated FY17

Waste

Points Claimed 5.65

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	4.17 / 8.00
Construction and Demolition Waste Diversion	0.98 / 1.00
Hazardous Waste Management	0.50 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
4.17 / 8.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Part 1

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

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

Part 3

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, electronic, 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	2,077.83 *Tons*	1,031.50 *Tons*
Materials composted	349.85 *Tons*	270 *Tons*
Materials donated or re-sold	40 *Tons*	20.50 *Tons*
Materials disposed through post-recycling residual conversion	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	3,462.08 *Tons*	4,439.88 *Tons*
Total waste generated	5,929.76 *Tons*	5,761.88 *Tons*

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

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

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	July 1, 2005	June 30, 2006

A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

FY 2006 was the first year of reliable reported data

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	5,541	4,550
Number of employees resident on-site	0	12
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	35,750	25,280
Full-time equivalent of employees (staff + faculty)	7,182	6,478
Full-time equivalent of students enrolled exclusively in distance education	506	0
Weighted campus users	33,204.75	24,959

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.18 *Tons*	0.23 *Tons*

Percentage reduction in total waste generated per weighted campus user from baseline:
22.64

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:
41.62

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):
41.62

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	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Tires	No
Other (please specify below)	Yes

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Tyler School of Art glass, office supplies, construction waste, theater sets and unwanted installation projects from the Tyler School of Art (via Revolution Recovery).

Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:
Yes

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:
No

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:
No

Average contamination rate for the institution's recycling program (percentage, 0-100):

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

The university conducted waste and recycling audits of the exterior trash and recycling containers to determine the recycling rate and the potential diversion opportunities in the waste stream during June 2016.

Additionally, during spring 2016, students conducted waste and recycling audits in select buildings on campus.

A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):

The technical specifications for the university require contractors to meet a 75% diversion rate for C&D construction waste for new buildings and renovations.

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

1. Temple's Computer Recycling Center and the Office of Sustainability partnered to accept donations of unwanted office supplies and makes them available at no cost to other departments and students on campus through Swap Tables and the Swap Room located in the Office of Sustainability.

2. University has launched an online inventory of retired university assets and property. The university first makes the items available for internal departments. After 30 days, the items are made available to the public via auction. If the item doesn't sell, the items become available to registered non-profit organizations. The university has also adopted a central surplus property policy.

3. The computer recycling center also recycles and upgrades retired university computers, printers, and other electronic equipment. They make the items available online for discounted prices to university departments and members of the Temple community. The program also establishes computer labs in area schools.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

1. All currently-enrolled Temple University students paying the University Services Fee receive a free printing quota. This quota may be used for standard (8.5" x 11" black and white) and color laser printing only. There is a charge for plotters and some specialty printing. The amount of your quota depends on the amount of University Services Fee paid (based on credit hours) for the semester in which you are enrolled. If you exhaust your quota, your Diamond Dollars account will be automatically charged for any printing. At the end of each six-month printing period, any unused quota is deleted. The quota has no cash value; there are no refunds or transfers for unused quotas.

2. Duplexing is the default setting for printers in the Tech Center. This reduces the amount of used paper generated.

A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:

Temple University uses self-service banner for all of its course catalogs and schedules. Hard copies of the catalogs and course schedules are no longer made available. The university's directory is hosted online via the Cherry and White directory, and hard copies are not made available. Student Affairs has also utilized the online app for programming information.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

Temple's Residential Life Department organizes an end of the year clean-out, which focuses on collecting donations from students leaving the residence halls. The clean-out targets clothing, food, carpet, household items, and electronics. With the exception of electronics, the items are donated to local charities. The electronics are recycled through the university's computer recycling center.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

1. Since 2011, over 100 water bottle filling stations have been installed throughout Temple campuses, providing cool, filtered water to the Temple community. Most water bottle filling stations have a counter located on them to track how many bottles were diverted from the waste stream through the use of the station.

2. Rentacrate supplies durable plastic containers for moves, offering a sustainable alternative to throw-away cardboard boxes. Rentacrate bins can be used for dormitory move-ins and also by university offices for small or large moves.

3. Staples and Alpha have developed a program in partnership with Temple University where ordered office supplies are delivered in reusable boxes and returned back to Alpha. The program is estimated to remove 16,000 boxes or 12.8 tons of cardboard from the waste stream per year.

4. The university's dining services vendor offers discounted refills for individuals who use a reusable cup.

5. Bulk waste like Theater sets/Art installation material is recycled through Revolution Recovery, a C&D recycling program.

6. The university hosts a sheet music swap each semester for members of the Boyer College of Music and Dance.

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/topics/recycling-and-waste-minimization/waste-minimization

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated for FY2017

Construction and Demolition Waste Diversion

Score	Responsible Party
0.98 / 1.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

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 during the most recent year for which data is available within the previous three years:
24,977 *Tons*

Construction and demolition materials landfilled or incinerated during the most recent year for which data is available within the previous three years:
396 *Tons*

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:
98.44

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:

The university has included a 75% construction waste recycling rate in its technical specifications for all of its major renovations and new construction projects. The vendors are required to submit a recycling and waste minimization plan with their bid proposal.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Reflects data from FY2016 (Barton Hall demolition).

Hazardous Waste Management

Score	Responsible Party
0.50 / 1.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution 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:

Temple University manages its waste in accordance with all applicable federal, state and local regulations. The University has comprehensive waste management program which utilizes various strategies (training, handbooks, guides, handouts, posters, audits, etc...) to safely manage and minimize its regulated and non-regulated chemical waste. The University has a robust chemical waste minimization program in place. Traditional means of minimization such as purchasing control, operational control, source reduction and inventory and storage controls are used at the University. The University also has successful utilized a mercury thermometer exchange program, chemical redistribution program, solvent recycling program and a rag laundering program to minimize the amount of waste shipped off site for disposal.

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

The University utilizes a process where individuals can request that a chemical waste (hazardous, universal, non-regulated) be safely removed from their area. The chemical waste is transferred to a Central Accumulation Area where it's classified, segregated and stored to await final disposal.

The University disposes of all chemical waste through a contracted waste vendor. All waste is transported to a permitted TSDF or recycling facility.

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

Unknown

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The Temple University -Environmental Health and Radiation Safety (EHRS) has developed a solvent recycling program to help reduce the volume of solvents that are sent off site for disposal as hazardous waste. In addition, the program also assists University faculty and staff to save on purchasing costs.

The solvent recycling program is successful in recovering various solvents for re-use through the University. Some of the solvents that are currently capable of being recovered are listed below:

Acetone Formalin Xylene (s) Ethyl Alcohol

The solvent recovery program is capable of providing purified, distilled product as at technical grade level. The program utilizes proven quality assurance methods to ensure the over-all quality of the product.

The EHRS maintains an inventory of excess recycled solvents that are available at no cost. Refer to the Chemical Redistribution List for the type of solvents that are currently available.

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?:
No

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:

The mission of the Computer Recycling Center is to gather surplus electronic and electronic related equipment from around the university, wipe and destroy any data that is on the equipment, test and refurbish equipment when and where possible, redeploy the equipment where appropriate and lastly arrange for the proper and recommended handling disposal of all unusable equipment and scrap. With equipment that the CRC is not able reuse, it seeks out local third parties that process material locally by breaking materials down to basic commodities for recycling. The CRC seeks third parties that have or are seeking third party certifications for the proper destruction and downstream disposition of our materials. These certifications and permits include but are not limited to Class D Recycling Permits, R2 and/or E-stewards Certifications. The CRC follows up with its own announced and unannounced site visits as well as monitor information related to the industry, organizations and government agencies related to this field. The CRC also requires reports back on the material and weights sent to their facility.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:

The website URL where information about the programs or initiatives is available:
http://www.temple.edu/ehrs/waste-management/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated for FY2017

Water

Points Claimed 1.02

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**

Water Use

0.02 / 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 this credit are determined by the level of ”Physical Risk QUANTITY” for the institution’s main campus,, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low and Low to Medium Risk	1⅓	4
Medium to High Risk	1⅔	5
High and Extremely High Risk	2	6

Close

Rainwater Management

1.00 / 2.00

Water Use

Score	Responsible Party
0.02 / 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 this credit are determined by the level of ”Physical Risk QUANTITY” for the institution’s main campus,, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low and Low to Medium Risk	1⅓	4
Medium to High Risk	1⅔	5
High and Extremely High Risk	2	6

Katherine Switala-Elmhurst
Program Manager
Office of Sustainability

Close

Criteria

Part 1

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

Part 2

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

Part 3

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

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

Level of ”Physical Risk QUANTITY” for the institution’s main campus as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas:
Medium to High

Total water use (potable and non-potable combined):

	Performance Year	Baseline Year
Total water use	447,374,880 *Gallons*	407,439,000 *Gallons*

Potable water use:

	Performance Year	Baseline Year
Potable water use	447,374,880 *Gallons*	407,439,000 *Gallons*

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

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	July 1, 2010	June 30, 2011

A brief description of when and why the water use baseline was adopted:

The baseline year of FY 2011 for water use differs from the greenhouse gas reporting baseline year of FY 2006. FY 2011 represents a three-year period from the performance year and was selected because data is available through the online EnergyCAP reporting system.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	5,541	5,046
Number of employees resident on-site	0	12
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	35,750	32,251
Full-time equivalent of employees (staff + faculty)	7,182	6,414
Full-time equivalent of students enrolled exclusively in distance education	506	158
Weighted campus users	33,204.75	30,144.75

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	13,473.22 *Gallons*	13,516.08 *Gallons*

Percentage reduction in potable water use per weighted campus user from baseline:
0.32

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	9,665,936 *Gross Square Feet*	9,055,532 *Gross Square Feet*

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	46.28 *Gallons / GSF*	44.99 *Gallons / GSF*

Percentage reduction in potable water use per unit of floor area from baseline:
0

Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):
Yes

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	38 *Acres*	38 *Acres*

Total water use (potable + non-potable) per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	11,773,023.16 *Gallons / Acre*	10,722,078.95 *Gallons / Acre*

Percentage reduction in total water use per unit of vegetated grounds from baseline:
0

A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

A brief description of the institution's water recovery and reuse initiatives:

In the Montgomery Garage and Morgan Residence Hall, the university captures rainwater and uses it to flush plumbing fixtures in that building.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):

The Liacouras Center introduced waterless urinals in all of its concourse restrooms. The residence halls also installed low flow toilets and shower heads on campus.

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/topics/water

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Vegetated acres provided by 2005 Landscape Master Plan. Temple's EnergyCAP reporting system was used to determine water use. All water use data reported is considered potable. Updated for FY2017

Rainwater Management

Score	Responsible Party
1.00 / 2.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

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. state/provincial 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*

Which of the following best describes the institution's approach to rainwater management?:

Less comprehensive policies, plans or guidelines that incorporate green infrastructure

A brief description of the institution's green infrastructure and LID practices:

The university has utilized a number of stormwater management features in its new construction and existing buildings, including: rainwater harvesting, rain gardens, underground cisterns, green roofs, pervious pavement and increased vegetative space.

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:

Storm water management is required on all new campus projects. Temple has incorporated stormwater management strategies throughout its 2014 Landscape Master Plan, including the use of tree plantings, vegetative bumpouts, and pervious pavers.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 4.75

Points Available 8.00

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	2.50 / 4.00
Participatory Governance	1.25 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**Kathleen Grady** Director of Sustainability Office of 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:

Sustainability Ambassadors: The university has a council of sustainability ambassadors for each campus. This group meets once a month to develop strategies on advancing sustainability on campus. The ambassadors are responsible for communicating initiatives on sustainability to their constituent groups, offering advice and insight, reporting problems or best practices that they see and generally being a resource on sustainability at the local level (

http://sustainability.temple.edu/ambassadors

).

The university also has a Climate Leadership Working Group, with subcommittees on Energy, Operations, Resiliency, Academics, Culture and Design.

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

See the below link, which has a list of all of the ambassadors and their affiliations.
Tiffenia Archie, Institutional Diversity, Equity, Advocacy and Leadership (IDEAL)
William Bergman, Office of the President
Kurt Bresser, Office of Facilities Management
Marissa Cloutier, College of Public Health
Jacek Ghosh, Sustainable Education, University College
Kathleen Grady, Office of Sustainability
Joy De Jesus, Office of the EVP & COO
John Johnson, Service Operations
Emily Logan, Graduate Student, Fox School of Business
TJ Logan, Housing and Residential Life
Greg Lupinski, Environmental Health and Radiation Safety
Sarah Powell, Office of Emergency Management
Jonathan Reiter, Office of the EVP & COO

Andy Riccardi, Health Sciences Center
Christina Rosan, College of Liberal Arts
Rominder Suri, College of Engineering
James Templeton, Project Delivery Group
Laura Toran, College of Science and Technology
Aaron Weckstein, Undergraduate Student, CLA
Kate Wingert Playdon, Tyler School of Art

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:
Yes

A brief description of each sustainability office:

Temple University's Office of Sustainability is responsible for advancing sustainable academic initiatives and research, creating a sustainable campus environment and culture, and improving outreach and engagement on sustainability issues.

The Provost also has a Director of Sustainability Education who focuses specifically on education initiatives.

Full-time equivalent (FTE) of people employed in the sustainability office(s):
2.50

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

Name and title of each sustainability officer:
Kathleen Grady

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:
Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

Temple University has an Office of Sustainability. The Office produces an annual report which summarizes sustainability initiatives each academic year. Those reports are publicly available here:

http://sustainability.temple.edu/about-us/annual-report

. The Sustainability Ambassadors meet monthly during the academic year.

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):

The website URL where information about the programs or initiatives is available:

http://www.temple.edu/sustainability

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated as of July 2017.

Sustainability Planning

Score	Responsible Party
2.50 / 4.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

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

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

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

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

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:

The university's Master Plan outlines sustainability as a key growth principle. It also includes a green building policy for future campus growth.

A copy of the strategic plan:

The website URL where the strategic plan is publicly available:

https://campusoperations.temple.edu/sites/campusoperations/files/file_downloads/2014-1029TempleUniversityMPFinalDraftREV1.pdf

Does the institution have a published sustainability plan (apart from what is reported above)? :
No

A copy of the sustainability plan:

The website URL where the sustainability plan is publicly available:

Does the institution have a published climate action plan (apart from what is reported above)? :
Yes

A copy of the climate action plan:

The website URL where the climate action plan is publicly available:
https://sustainability.temple.edu/sites/sustainability/files/uploads/documents/TempleUniversityClimateActionPlanFINAL5-24-10basedon5-17-10.pdf

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :
Yes

A list of other published plans that address sustainability, including public website URLs (if available):

Verdant Temple Landscape Master Plan:

https://campusoperations.temple.edu/campus-development/landscape-master-plan-0

Utility and Energy Conservation Master Plan (Not publicly available)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:
Yes

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

The Climate Action Plan sets forth the following measurable sustainability objectives related to curriculum:

1) Create an undergraduate interdisciplinary certificate program. (Completed)
2) Create an MS in environmental science
3) Create an MS in sustainable business
4) Develop an interdisciplinary graduate program in sustainability (In curriculum review committee)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:
Yes

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

The 2010 Climate Action Plan recommended the following measurable sustainability objectives that address research:

1) creation of an interdisciplinary Center for Urban Ecology. This proposed Center will connect faculty research activities in an integrative manner through interdisciplinary efforts drawing from departments and colleges to create a university-wide sustainability research enterprise. The proposed Center will involve faculty and graduate fellows to conduct sustainability research related to the urban ecology theme, sponsor visiting scientists, host seminar and workshop events, and build interdisciplinary research teams related to the emphasis areas outlined above.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:
Yes

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

The 2010 Climate Action Plan identified the following measurable sustainability objectives that address campus engagement:

1) create a Living and Learning Community in Sustainability within a
residence hall;
2) to foster sustainability competitions among residence halls related to the reduction
of energy use, increase in recycling, and integration of slow and local food practices;
3) to create student groups in professional schools that raise awareness about sustainability;
4) to create student internship opportunities in sustainability; and (e) to broaden the base of guest speaker and lecture series related to sustainability.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:
Yes

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

The 2010 Climate Action Plan identified the following measurable sustainability objectives that address public engagement:

1) Foster greening initiatives at local sites where immediate impacts for improving environmental quality and sustainability goals are achievable, building on the presence of strong community organizations.
2) Develop an advisory board that provides public information and advice related to sustainable community development, local environmental quality issues, and public actions for sustainable living.
3) Create an interactive web site on sustainable initiatives that individuals and groups can undertake, engage, and promote.
4) Implement a public speakers bureau including both Temple and Community participants available to provide lectures, talks, workshops, and other events in local schools, neighborhood associations, and community organization settings.
5) Develop partnerships and programs for pre-school through 12th grade students in both formal and informal educational settings.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:
Yes

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

The 2010 Climate Action Plan identified the following measurable sustainability objectives that addresses air and climate:

1) Temple has set a target of reducing campus-wide greenhouse gas emissions to 30% below baseline (fiscal year 2006) levels by 2030. This corresponds to an emissions target of 158,353 metric tons carbon dioxide equivalent by 2030, which is approximately 68,000 metric tons carbon dioxide equivalent below FY 2006 levels, and 130,000 metric tons carbon dioxide equivalent below business-as-usual emissions (45% reduction below business-as-usual).

2) Prior to the 2030 goal, Temple will target the following:
· 5% below baseline (fiscal year 2006) levels by 2015 (Corresponds to an emissions target of 214,907 metric tons carbon dioxide equivalent by 2015)
· 15% below baseline (fiscal year 2006) levels by 2020 (Corresponds to an emissions target of 192,285 metric tons carbon dioxide equivalent by 2020)
· 22% below baseline (fiscal year 2006) levels by 2025 (Corresponds to an emissions target of 176,450 metric tons carbon dioxide equivalent by 2025)

Temple intends to achieve zero net greenhouse gas emissions by 2050.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:
Yes

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

The Climate Action Plan sets out specific measurable objectives associated with each recommended strategy for the built environment.

Project Type Demand Side Management
Project Title Phase I Building Automation Systems
Project Description:Building automation systems will be implemented in the following facilities beginning 2010 and to be completed as soon as possible (see Appendix A):
Biology & Life Sciences Building; Barrack Hall; Bell Building; PNAH; Dental School (Old and New); Wachman Building; Old Medical Building; Beury Hall; New Tyler; 1300 C. B. Moore; HSC CCWP West; Anderson Hall; Medical Research Building; Ritter Hall and Annex; Weiss Hall; Gladfelter; Pearson / McGonigle; Faculty Student Union; Klein; Paley Library; New Medical School; Temple Towers; Mitten Hall; Student Activities Center; Kresge Hall; Podiatric Building (Main and Dorm); CEA; Conwell Hall; Johnson; Speakman; Annenberg / Tomlinson; SAC 2; Standby Generator; Ambler Learning Center; Comprehensive Cancer Center; 1940 Residence Hall; Student Pavilion; White Hall
Project Metrics:
Simple Payback (years) 6
Annual Energy Cost Savings $1,550,700
Annual GHG reduction (MTCO2E) 8,165
Annual Energy Savings: 7,753,500 kWh, 77,500 MMBTU

Project Type Demand Side Management
Project Title Phase II Plant Development Fund Projects
Project Description: Planned building improvements will be implemented in the following facilities in the near term (see Appendix B): Health Sciences Campus-Central Steam Plant; Ambler Campus; Pharmacy Building; Anderson Building; Medical Research Building; Gladfelter Building; Faculty Student Union; Kresge Hall; Podiatric Building; School of Engineering & Architecture; Conwell Hall; Ritter Hall; Medical Office Building; Main OFM; Dixon Building; Widener Hall; Bright Hall; Ambler Administration
Project Metrics:
Simple Payback (years) 10-14
Annual Energy Cost Savings $2,447,000 - $3,695,800
Annual GHG reduction (MTCO2E) 11,760 – 17,900
Annual Energy Savings: 15,406,700 – 24,262,800 kWh, 70,600 – 99,710 MMBTU

Project Type Demand Side Management
Project Title Phase III Energy Conservation Measures for High Energy Using Buildings
Project Description: Energy conservation measures will be implemented in the following facilities by 2020 (see Appendix C): Biology and Life Sciences Building; Beury Hall; Mitten Hall and Annex; Ritter Annex; Wachman Hall; Weiss Hall; Dental School (old
and new); Faculty Student Union; Kresge Hall; Medical Research Building; Pharmacy Building.
Project Metrics:
Simple Payback (years) 6 – 10
Annual Energy Cost Savings $3,746,800 - $6,634,500
Annual GHG reduction (MTCO2E) 19,580 – 34,670
Annual Energy Savings: 30,582,763 – 54,880,280 kWh, 68,850 – 114,650 MMBTU

Project Type Demand Side Management
Project Title Design standards for new construction
Project Description: Target new building design to limit energy usage to 30% below the industry standard baseline (ASHRAE 90.1).
Project Metrics:
Simple Payback (years) -
Annual Energy Cost Savings $2,120,000
Annual GHG reduction (MTCO2E) 11,130
Annual Energy Savings: 15,840,000 kWh; 53,340 MMBTU

Project Type Supply-Side Management
Project Title Combined Heat and Power (CHP)
Project Description: Design, development, and installation of a back pressure steam turbine & generator or a gas turbine with heat recovery system at one of the Main
Campus Central Steam Plant boilers. Assumes natural gas heat input of
100,000 MMBTU.
Project Metrics:
Simple Payback (years) 3
Annual Energy Cost Savings $350,000
Annual GHG reduction (MTCO2E) 1,833
Annual Energy Savings: 35,000 MMBTU

The Utility and Energy Master Plan set forth individual energy conservation measures that have ROI assessments. The implementation period for the projects in the Utility and Energy Master Plan are within 2 years.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:
Yes

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

The Energy Conservation Measures identified in the Utility Master Plan included (1) the reduction of outside air during non-occupancy, (2) adding carbon dioxide sensors, (3) continuous automated commissioning, (4) pipe insulation, (5) air side energy recovery, (6) interior lighting upgrades, (7) HVAC upgrades, and (8) metering. These projects will be tracked by the building, project type when completed, simple payback and energy savings. While the plan has been adopted and is being implemented, the university has not made it public due to the sensitive nature of some of the plan elements.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:
No

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

N/A

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:
Yes

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

The Landscape Master Plan promotes sustainability through the following recommendations: 1) doubling bicycle parking on campus; 2) adding bike paths on campus; 3) establishing LED fixtures as the exterior lighting standard; 4) identifying clearly recognizable outside recycling standards; 5) incorporating stormwater management features into the green spaces; 6) setting pervious pavers as the paving standard on campus; 7) increasing the number of green spaces on campus. The plan divides the landscape projects into three phases: 0-5 years; 6-10 years and 10 years and beyond.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:
No

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

N/A

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:
Yes

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

The 2010 Climate Action Plan identified the following measurable sustainability objectives that addresses transportation (pages 29-31 of CAP):

1) Create Priority Parking and Lower Parking Rates
Priority parking and lower rates would be given to low-GHG
emission vehicles (those with combined city-highway fuel economy ratings of 35 miles per gallon or higher) and motorcycles. Discounts would be based upon revenue-neutral
pricing, which raises parking fees for non-fuel-efficient vehicles a small amount in order to fund deep discounts for the comparatively smaller number of high-fuel-efficiency vehicles used by Temple commuters. To implement such a program would require an awareness campaign to inform commuters of Climate Action Plan, the incentives, redrawing of the parking garage layout to create more priority parking spots, and additional signage. Similar discounts could be applied to vehicles used for carpooling.
Timeline Short-term goal (i.e., by June 30, 2011) Funding No funding required
Coordination Internal university coordination Estimated GHG Reduction 4,661 MTCO2E (10.3% of FY2008 transportation emissions) Assuming a 50% conversion of commuter vehicles to a fuel economy of 35 miles per gallon. commuter vehicles to a fuel
economy of 35 miles per gallon.

2) Create University Transit Pass Program
This program would be negotiated with the metropolitan public
transit authority, SEPTA, to provide reduced fee transit passes for all registered students. The program could be funded through student fees, university administration contributions or a combination. Estimated GHG Reduction 2,336 MTCO2E (5.2% of FY2008 transportation emissions)

3) Create Offsets of Air Travel program
This recommendation is a combination of university-related air
travel recommendations including (1) providing information about the carbon footprint of air travel to travelers, (2) establishing a University Carbon Fund based on voluntary purchase of carbon offsets, (3) establishing a carbon travel credits policy to enforce

limits on university departments or offices, (4) establishing minimum miles or travel time limits, and (5) increasing Temple University teleconference capabilities at the university.
Funding No funding or one-time funding (Carbon Fund and expansion of teleconferencing). Estimated GHG Reduction 7,950 MTCO2E (17.6% of FY2008 transportation emissions)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:
Yes

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

The Climate Action Plan established a goal of reducing the amount of greenhouse gas emissions derived from land-filled solid waste by 10% by 2015 relative to the 2006 baseline level. The Climate Action Plan estimates that Temple emitted 5,229 metric tons of carbon dioxide equivalent (MTCO2E) in 2006. A 10% decrease is equivalent to 529 MTCO2E. The university successfully achieved that reduction in 2008. In fact, between 2006 and 2010, Temple reduced its emissions associated with solid waste by 19%.

Although it reached its 10% greenhouse gas emissions reduction benchmark, the Climate Action Plan identified additional waste minimization and recycling recommendations, which are listed below:

• Increase the recycling rate from 32% to 40% by 2015;
• Increase outdoor recycling opportunities to ensure that every trash can is accompanied by a recycling can;
• Explore composting of food waste;
• Review opportunities in the food service areas to replace disposable dinnerware and eating utensils in all dining halls;
• Review business practices that contribute to excess waste; and,
• Engage students in residence halls to reduce waste.

It should be noted that the Climate Action Plan did not identify a specific target for the reduction of trash. A goal and benchmark system for waste reduction may be something that the Waste Minimization and Recycling Committee considers as a way to evaluate the success of the university's efforts.

This report will explore opportunities on campus to increase its recycling rate to 40% while minimizing waste generated by operations and individual community members.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:
No

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

N/A

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:
No

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

N/A

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

No

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

N/A

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:
No

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

N/A

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:
No

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

N/A

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :

The formal statement in support of sustainability:

The institution's definition of sustainability (e.g. as included in a published statement or plan):

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	---
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	---
The Talloires Declaration (TD)	---
UN Global Compact	---
Other multi-dimensional sustainability commitments (please specify below)	---

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

The website URL where information about the programs or initiatives is available:
http://sustainability.temple.edu/climate-commitment/climate-action-plan

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated July 2017.

Participatory Governance

Score	Responsible Party
1.25 / 3.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
  - Local government and/or educational organizations;
  - Private sector organizations; and/or
  - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit 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).

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

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

Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :
Yes

Do the institution's students have an elected representative on the institution's highest governing body?:
Yes

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

Temple holds annual elections for student government positions. The executive body and the parliament are elected. The Temple Student Government is guided by the TSG constitution. (

http://www.templestudentgovernment.org/assets/docs/TSGConstitution.pdf

).

The elected student body president serves as a non voting member of the Temple Board of Trustees.

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:
Yes

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:
No

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

All administrative staff can serve on the Administrative Council.

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:
Yes

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :
Yes

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

All full time faculty and librarians are members of the Faculty Senate, a governing body that has the responsibility of advising the administration and the Board of Trustees on: (1) on all matters of University policy,
(2) on all matters affecting the relations of the faculty of the university, and
(3) on all other matters of policy and administrative decision-making in which the faculty claims a reasonable advisement either through consultation or review and either at the initiation of the administration or at its own recognizance. The Faculty Senate, through the process of recommendation, may initiate advice to the administration and
Board of Trustees on any matter of policy, decision and program.

While each faculty member is a member of the Faculty Senate, the representative bodies of committees and officers are elected in accordance with the Faculty Senate's bylaws and constitution (

http://www.temple.edu/Senate/rules.html

).

The President of the Faculty Senate serves as a non-voting member of the Board of Trustees.

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:
No

A copy of the written policies and procedures:

The policies and procedures:

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

	Yes or No
Local government and/or educational organizations	No
Private sector organizations	No
Civil society (e.g. NGOs, NPOs)	No

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

The website URL where information about the programs or initiatives is available:
https://www.temple.edu/secretary/trustees

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated as of July 2017.

Diversity & Affordability

Points Claimed 6.14

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	0.00 / 1.00
Support for Underrepresented Groups	2.83 / 3.00
Affordability and Access	1.98 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.33 / 2.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

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 trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:
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 Institutional Diversity, Equity, Advocacy and Leadership (IDEAL) embodies Temple University's commitment to sustain and nurture a strong inclusive campus community, capitalizing on its demographic diversity to inspire meaningful engagement across identity groups in all their various forms.

IDEAL advances its mission through programming, professional development, training, recruitment, advocacy and dialog in collaboration with internal and external partners. By promoting cross-cultural awareness and understanding, multiculturalism, cultural competency, and community building as well as celebrating difference, Temple affirms the educational value and benefits of diversity, equity, and social justice.

Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Some

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Some

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Some

A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:

The Intergroup Dialogue, Real Talk Series, provides faculty, administrators, social service professionals, community leaders and activists an opportunity to participate in intergroup dialogues with professionals from the Mid-Atlantic region on race, gender, sexual orientation, religion and class.

The Intergroup Dialogue Facilitator Training Institute prepares university employees, as well as colleagues from other universities, and outside corporations and organizations, to facilitate intergroup dialogues within their departments, organizations, and institutions. Intergroup dialogues are a means of engaging faculty, administrators and staff in better understanding race, gender, sexual orientation, religion and class.

The Certificate in Diversity Leadership is jointly sponsored by IDEAL and the College of Education. The certificate is open to Temple students and employees, as well as outside professionals interested in advancing their knowledge and skills in diversity facilitation. The certificate is comprised of four graduate courses co-taught by Novella Keith, Temple University associate professor of Urban Education, and Charles Rojzman, an internationally known consultant and creator of Transformational Social Therapy (TST).

The Transformational Intergroup Race Dialogue facilitates intergroup learning by bringing together a small racially diverse group of individuals to share their thoughts, feelings and emotions about race in the U.S. The dialogue allows participants to better understand race and racial identity on structural and institutional levels, and helps them explore their own racial identity.

The Black-Jewish Dialogue facilitates intergroup learning between people of African descent and people who identify as Jewish. While Black and Jewish people share a common history of oppression in the U.S., American racism has limited the formation of viable, long-standing, and continuous alliances.

The Transformational Intergroup Gender Dialogue facilitates intergroup learning by bringing together 10-12 men and women to share their thoughts and feelings about gender, sexism, male-female identity and relationships in the U.S, as well as explore their own gender identity. The dialogue helps individuals better understand their own obstacles for teaching, leading and communicating with diverse groups based on gender.

The website URL where information about the programs or initiatives is available:
http://diversity.temple.edu/ideal

Additional documentation to support the submission:

Data source(s) and notes about the submission:

FY2017

Assessing Diversity and Equity

Score	Responsible Party
0.00 / 1.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

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:

1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;

2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or

3) 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?:
No

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:
No

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:

Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

A brief description of how the assessment results are shared with the campus community:

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

The diversity and equity assessment report or summary:

The website URL where the report or summary is publicly posted:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Support for Underrepresented Groups

Score	Responsible Party
2.83 / 3.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

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, staff and/or faculty from underrepresented groups.

4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.

5) Programs that specifically aim to support and prepare students from underrepresented groups for 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 faculty members.
- Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution have a publicly posted non-discrimination statement? :
Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

Temple University is committed to a policy of equal opportunity for all in every aspect of its operations, including employment, service, and educational programs. The University has pledged not to discriminate on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, gender identity, genetic information or veteran status.

https://www.temple.edu/eoc/documents/TEMPLEUNIVERSITYNONDISCRIMINATION_rev091715.pdf

Does the institution have 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?:
Yes

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

Implementing Temple's nondiscrimination policy and the University's Affirmative Action Program is a cooperative endeavor that extends to every school, college, office, and organization at Temple. The Office of Equal Opportunity

Compliance serves as a focal point of Temple's institution-wide efforts for equal opportunity, equal access and affirmative action, providing direction through information, assistance, and complaint investigation.

The Office of Equal Opportunity Compliance is responsible for investigating the complaints of Temple employees and students who believe they have been subjected to unlawful discrimination on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, veteran status and genetic information. The staff will attempt to resolve the complaint informally or formally. If a complaint of discrimination, harassment, and/or retaliation cannot be resolved informally, a formal investigation will be conducted.

https://www.temple.edu/eoc/

Does the institution have programs specifically designed to recruit students from underrepresented groups?:
No

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:
Yes

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:
No

A brief description of the institution’s programs to recruit students, staff and/or faculty from underrepresented groups:

IDEAL's Community Outreach & Hiring Initiative was designed to ensure a mutually beneficial future for both Temple and its neighbors by increasing employment opportunities at Temple and its business partners.

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:
Yes

A brief description of the institution’s programs to support students, staff and/or faculty from underrepresented groups:

Temple University provides a variety of support mechanisms for students in underrepresented groups on campus. The university's Tuttleman Counseling Center hosts support groups, including a Gay, Bisexual and Questioning Men's Group, a Black Men Talk: A Support Group. The university also offers a number of student organizations that are targeted to underrepresented groups on campus. The Wellness Resource Center works to engage the Temple community on LGBTQIA inclusivity through four main programs: Safe Zone Ally Training, Queer Lunch, National Coming Out Week, and Lavender Graduation. The university's Disability Resources and Services provides programs and support to individuals with differing abilities. IDEAL provides cultural development to Temple's professional and student populations. Students, staff, and faculty can visit our offices located near the corner of Broad and Diamond, across from from Johnson and Hardwick Residence Halls to have a brave space to discuss critical diversity issues in a brave space or for a casual space to study.

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:

The Future Faculty Fellows (FFF) Program is designed to both attract outstanding students to Temple University and to diversify the American professoriate. While already a national leader in the training of graduate students from traditionally underrepresented groups, including ethnic minorities and women, Temple University is committed to doing all it can to diversify its graduate population and the professoriate. Candidates are newly admitted graduate students from underrepresented groups in the applicant's discipline who show exceptional leadership and/or have overcome significant obstacles in pursuing an academic career.

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:
Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
Yes

The website URL where information about the programs or initiatives is available:
http://diversity.temple.edu/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated for FY2017

Affordability and Access

Score	Responsible Party
1.98 / 4.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
2. The graduation/success rate for low-income students
3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)

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

Does the institution have policies and programs to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Temple provides eligible students with Fly in 4 need-based grants, which empower them to reduce the time they work for pay and focus more on their studies. Students from middle- and low-income backgrounds are most at risk for taking longer than four years to graduate, in part because they often work many hours each week in addition to studying. Each fall, Temple will award 500 Fly in 4 grants per entering class. Eligible students will receive $4,000 per year ($2,000 per semester). This program is part of a larger program aimed at reducing student loan debt called Fly in 4.

The Fly in 4 partnership allows students to complete your degree on time—or Temple pays for their remaining course work. For its part, Temple provides students with the resources they need to graduate in four years, like academic advising and classes offered when they need them.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The university has created a data-based intervention program the school started using a few years ago.This program identifies students with certain risk factors that could make them more likely to drop out. The No. 1 risk factor they look at for first-semester freshmen are Pell Grants. Other risk factors might be long commutes to campus, kids or part-time jobs that take up more than 20 hours in a week.

The identified students meet with an advisor at least five times during their first semester on campus and learn about all the resources. Temple also gets information on the students' grades and attendance six weeks into each semester so it can tell whether they're struggling in a way they might not share with an advisor.

A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:

The Temple University Upward Bound Program will prepare Philadelphia Public and Charter High School students for admission to institutions for higher learning and success in the collegiate environment through intense academic enrichment, a summer college immersion experience, enhanced cognitive and critical thinking, and extensive interpersonal development through positive social interactions. The programs will enable students to set attainable goals and build self awareness, respect for diversity and healthy relationships with peers, staff, and professionals from industry and the community.

Funded by the U.S. Department of Education, Upward Bound is a year-round College Preparatory Program for motivated high school students attending public or charter schools in Philadelphia that

- Promotes and enables academic excellence
- Exposes students to colleges and career awareness
- Develops leadership skills
- Provides students with a six-week summer residential college experience
- Encourages positive social interactions with peers and authority figures

Upward Bound offers extensive support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their high school courses and co-curricular activities, and ultimately in their higher education pursuits. UB serves high school students from low-income families and/or from families in which neither parent holds a bachelor's degree. Students must have an interest in enrolling in college. The goal of UB is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Upward Bound has been highly successful in achieving its mission of preparing and graduating future college scholars.

Program Services:

- Instruction fundamental courses (e.g. math, science, composition, foreign language, reading, writing, study skills) and other subjects necessary for academic success
- Academic, financial, and personal counseling
- Exposure to academic programs and cultural events
- Tutorial and mentoring services
- Assistance in completing college entrance and financial aid applications
- Assistance in preparing for college entrance exams
- Information on the full range of Federal Student Financial Aid programs and benefits
- Access to and preparation for internship
- A six week summer program
- College visits
- Personal, career, and skill development sessions

Temple University - Math Science Upward Bound: The Temple University's Math Science Upward Bound Program (MSUB) is a comprehensive program designed to enhance the academic skills and preparation of talented high school students who have an interest in pursuing math or science as a major in college. While providing students with academic support and hands-on science and math experience and exploration, MSUB will also assist students in the college preparation, identification, and application process. Funded by the U.S. Department of Education, MSUB provides a 6-week summer residential program on the campus of Temple University, and an after school and

Saturday Program during the academic year. Once students are selected to participate, they remain in the program through their high school graduation.

What does the program offer?

• Summer residential college experience
• After school academic and pre-professional enrichment
• SAT preparation
• Scholarship and internship information and application assistance
• Academic support in Math, Science, English, and other current subjects
• College visitation program
• Completion of a Research Project
• Networking with students, faculty and professionals in the Science, Mathematics and Technology fields
• Mentoring from Science and Math Professionals
• Career development and preparation
• Assistance with selecting and applying to college
• College preparation
• Stipends
• Tokens for transportation to program events

https://education.temple.edu/upwardbound

A brief description of the institution's scholarships for low-income students:

The university offers a variety of scholarships to low-income students, including scholarships to residents in the surrounding North Philadelphia region and scholarships to help low-income students study abroad. As noted above, the university also launched Fly in 4 scholarships for low and moderate income students who are participating in the Fly in 4 program.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

N/A

A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:

The university offers financial literacy education to all students to prepare them to make informed decisions about student debt, budgeting and savings. The financial literacy program is held through co-curricular events like seminars/speaker series and also offered for course credit through the Fox School of Business.

Does the institution have policies and programs to support non-traditional students?:
Yes

A brief description of the institution's scholarships provided specifically for part-time students:

DuPont Scholarship, Hearst Foundation Scholarship, and Wells Fargo Scholarship awards approximately $1,000-$1,500 per semester to provide financial support for high-achieving non-traditional Temple University undergraduate students

http://www.temple.edu/vpus/fellowships/undergrad-opportunities/SAS.htm

A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

N/A

A brief description of the institution's other policies and programs to support non-traditional students:

Temple University Ambler has a variety of classes that are available in the evening and majors that you can complete entirely at night. Other students are only able to take daytime classes and enjoy the traditional scheduling method. Some students need to attend part-time, while others are ready to complete a degree by taking the maximum amount of credit allowed. Each of you is different. We meet with each student individually to offer guidance, suggestions, and direction.

If you decide to apply, we can assist with that process. If you decide to take a class or two before making that commitment you can attend as a "non-degree seeking (non-matriculated)" student. We can offer ideas on appropriate courses and help with the registration process until you are ready to apply. Students are encouraged to apply to a degree program before reaching 30 credits!

https://ambler.temple.edu/academics/advising-and-support/adult-learners

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):
Yes

The percentage of entering students that are low-income (0-100):
32

The graduation/success rate for low-income students (0-100):

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):
66

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):

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 (0-100):

The website URL where information about the programs or initiatives is available:
http://fly.temple.edu/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

http://bulletin.temple.edu/undergraduate/student-financial-aid/

http://slmm.temple.edu/financial-literacy

http://admissions.temple.edu/node/441

Updated for FY2017

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
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
0.00 / 2.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

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 faculty, staff, and/or students (and may also include alumni, trustees, and/or other parties).

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

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

This credit recognizes committees that 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.

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

Sustainable Investment

Score	Responsible Party
0.00 / 4.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected for* exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Wellbeing & Work

Points Claimed 2.36

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	0.00 / 3.00
Assessing Employee Satisfaction	0.54 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.82 / 2.00

Employee Compensation

Score	Responsible Party
0.00 / 3.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions 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),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

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

Assessing Employee Satisfaction

Score	Responsible Party
0.54 / 1.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

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 (staff and faculty) assessed, directly or by representative sample (0-100):
54

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Temple University is always interested in the satisfaction and engagement of its faculty and staff. Periodically, the university surveys its employees to gauge satisfaction level. In addition, at strategic times, focus groups of specific groups are convened to solicit feedback on a particular issue. Finally, there is a continual open line of communication within the university that encourages employees to provide their opinions to the appropriate senior leader in schools, colleges and departments. In 2013, the university completed the Modern Think Great Colleges to Work for Survey, and had a 25% response rate (2400 staff/faculty). In 2014, 54% of staff and full time faculty participated in the Workplace Dynamics Top Workplaces Survey. In 2015, the university completed

Philly.com

Top Work Places with a 57% employee participation rate.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

While Human Resources administers the survey, each school, college and department are responsible for following up on the results.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated for FY2017 (based on university survey completed in FY2015)

Wellness Program

Score	Responsible Party
1.00 / 1.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

"---" *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 staff?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:
Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

Human Resources provides a wellness program that embraces a multi-dimensional approach to wellness, including preventative health screenings, a healthy rewards program, nutrition counseling, mental health services via the employee assistance program, and reduced membership fees for access to the university's fitness centers. The Tuttleman Counseling Center and Wellness Resource Center provide wellness resources to the student population, which include individual counseling, group counseling, trainings, self help resources, peer education, individual health education, nutrition counseling, and sexual health resources.

The website URL where information about the programs or initiatives is available:
http://www.temple.edu/hr/departments/benefits/wellness.htm

Additional documentation to support the submission:

Data source(s) and notes about the submission:

http://wellness.temple.edu/

http://counseling.temple.edu/

Updated for FY2017

Workplace Health and Safety

Score	Responsible Party
0.82 / 2.00	**Kathleen Grady** Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	225	307
Full-time equivalent of employees	7,182	6,414
Number of injuries and cases per FTE employee	0.03	0.05

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	July 1, 2011	June 30, 2011

A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

It was the first year with full level of data.

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline:
34.55

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:
3.13

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

The website URL where information about the programs or initiatives is available:
http://www.temple.edu/ehrs/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Updated with data from calendar year 16. Received data 1/2/18.

Innovation & Leadership

Exemplary Practice

Points Claimed	0.50
Points Available	1.00

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review 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).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is available on the STARS website.

Credit	Points
Bicycle Friendly University	0.00 / 0.50
Pre-Submission Review	0.50 / 0.50

Bicycle Friendly University

Score	Responsible Party
0.00 / 0.50	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Institution is currently recognized by one of the following:

- League of American Bicyclists as a Bicycle Friendly University (Silver level or higher)
- Mouvement Velosympathique (Quebec) at Argent level or higher
- An equivalent third party certification program approved by AASHE (email stars@aashe.org to enquire about program equivalence)

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

What is the institution's current bicycle friendly award level? :

Bronze

A brief description of the institution's bicycle program, including the year the award was achieved and/or renewed:

The university received Bike Friendly University Bronze designation status in FY 14.

The website URL where information about the programs or initiatives is available:

https://bike.temple.edu/

Additional documentation to support the submission:

Pre-Submission Review

Score	Responsible Party
0.50 / 0.50	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

Institution has had a finalized version of its current STARS submission reviewed using the STARS Review Template and has addressed any inconsistencies identified by the reviewer(s) prior to submission. Institutions may opt for one of two approaches:

1. Independent review. Independent reviews are conducted by individuals who are affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).
2. Internal review. Internal reviews are conducted by employees and/or students who are affiliated with the organization for which a report is being submitted, and are not directly involved in the data collection process for the credits they review. At minimum, two institutional contacts must be involved in an internal review process: an independent reviewer and another individual (who may or may not be directly involved in data collection) to address the review results.

The reviewer(s) must:

1. Review all credits that the institution is pursuing, checking that:
    - All required reporting fields, attachments, inventories, and URLs are included and consistent with credit criteria and timeframes.
    - 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.
3. Document the review and revision process and outcomes using the STARS Review Template.
4. Provide affirmation that the submission has been reviewed in full and that any identified inconsistencies have been addressed.

The STARS Liaison or other primary contact(s) for the institution must:

1. Address any inconsistencies identified during the review prior to submission.
2. Upload a completed STARS Review Template to document how reviewer comments and identified issues have been addressed.
3. Upload a statement of affirmation from each reviewer.

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

The name, title, and organizational affiliation of each reviewer:

Claire Pope (primary internal reviewer)
Sustainability Programming Assistant
Temple University Office of Sustainability

Kathleen Grady
Director of Sustainability
Temple University Office of Sustainability

Katherine Switala Elmhurst
Program Manager
Temple University Office of Sustainability

A brief description of the review process:

After Temple's Office of Sustainability completion of STARS 2.1 credits, Claire Pope was given access to the STARS Report for an independent internal review. Both Kathleen Grady and Katherine Switala Elmhurst addressed credits marked as "requires revision" or "suggestions for improvement". Claire Pope then reviewed again for compliance and completion and updated the final status.

Which of the following describes the review process?:
Internal reviewer(s)

Affirmation from the reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:
Temple STARS IN18 Affirmation_Feb2018.pdf

Copy of the completed STARS Review Template:
Temple University STARS 2.1 Review.xlsx

Affirmation from an additional reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 2nd reviewer:

Affirmation from a 3rd reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 3rd reviewer:

Affirmation from a 4th reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 4th reviewer:

The website URL where information about the programs or initiatives is available:
https://docs.google.com/spreadsheets/d/10tnSLsDx8Tr0vElnqxokaueM32lJH1_juQnPCPLvBHE/edit#gid=1078864531

Additional documentation to support the submission:

Innovation

Points Claimed 4.00

Points Available 4.00

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

Credit	Points
Innovation A	1.00 / 1.00
Innovation B	1.00 / 1.00
Innovation C	1.00 / 1.00
Innovation D	1.00 / 1.00

Innovation A

Score	Responsible Party
1.00 / 1.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

Criteria

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

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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:

Temple Tiny House

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:

Project Overview: The Temple University Tiny House project is a student designed and student constructed sustainable building located at Temple Community Garden on main campus. Completed in spring 2017, the 175 square foot net-zero structure features a high performance thermal envelope construction, vegetated roof, rainwater harvesting, off-grid photovoltaic system, a thermal energy collection system and a composting toilet. Since its inception in June 2014, the project has offered interdisciplinary learning opportunities for students and faculty. The

Temple Tiny House serves as a food access programming space for the Temple Community Garden and a university sustainability demonstration project. The project is registered under the Living Building Challenge.

Project Background: Temple University's Climate Action Plan outlined an academic goal of fostering interdisciplinary collaboration on sustainability. While the university had made significant strides on advancing interdisciplinary degree programs for students, faculty members and students still desired opportunities for interdisciplinary engagement within course structures, projects and research. The Office of Sustainability convened a diverse group of faculty members engaged in sustainability within their disciplines to explore collaborative, interdisciplinary learning opportunities. After several meetings, the faculty group recommended undertaking a small pilot project to help gauge interest and inform a process for larger projects.

Advised by the faculty group, the university hosted a one-day student design charrette, during which 35 students from 18 different disciplines participated in a sustainable design challenge. The objective of the competition was to design a sustainable tiny house that would be sited at Temple Community Garden, a student-run, urban garden. Each interdisciplinary team consisted of five students. Temple Community Garden representatives, faculty and staff members served as mentors and experts, and were available during the charrette to address questions. The winning design was selected by a jury who included the Executive Director of the Delaware Valley Green Building Council, the Director of the Philadelphia Office of Sustainability and two Temple University representatives.

The success of the design charrette led to the exploration of creating an interdisciplinary, design-build course to further develop the winning tiny house design. In spring 2016, an interdisciplinary Architecture course was developed to take the winning conceptual design from the January 2015 charrette through to construction documentation. The design of the tiny house would incorporate a net-zero energy structure with an emphasis on the use of sustainable materials and systems. A build course was held during the summer session. The design-build course was supported by an Engineering Senior Design team who designed the engineering systems for the building. Students from the School of Media and Communication documented the project from the design charrette through to final construction and dedication event.

The main goals of the project were to create the following:
1. Interdisciplinary academic learning opportunities;
2. A small-scale sustainable showpiece for the university that allows for direct interaction with the building and its systems;
3. Sustainable systems demonstration opportunities;
4. Opportunity to pilot cutting edge sustainable technologies to examine how they could be used on a larger scale; and,
5. Co-Curricular and community engagement opportunities.

Project Implementation: Designed as an interdisciplinary project, the Temple Tiny House proved to be one of the most collaborative projects on campus, and involved the participation of a diverse group of faculty members, students, and administrative staff from around the university. The university's Office of Sustainability served as the primary funder and project manager for the Temple Tiny House, coordinating the involvement of faculty and students from courses across schools, colleges and departments. To maximize a reliable and committed team, the Office of Sustainability worked with the Tyler School of Art's Division of Architecture and Environmental Design and the College of Engineering to create for-credit courses related to the project. These courses, developed using an existing academic course structure, provided the skeleton of the project's timeline and delineated milestones for completion. The Architecture Department agreed to offer a Special Topics course in spring 2016 and Summer Session II, with the spring coursed focused on design and the summer course focused on construction. Both courses were open to the entire university community, and managed to draw students from other disciplines to the class. The students in the Architecture courses were supported by students from the College of Engineering as part of their year-long Senior Design Project. The engineering students served as consultants on the project, designing the systems during the spring 2016 semester, working with solar and green roof consultants during the summer, and completing monitoring of building performance in the fall 2016 semester. The Landscape Architecture Department offered a studio course that challenged students to develop a plan and planting schedule for the site during the fall 2016 semester, and enlisted a service based learning general education course to provide additional construction labor in fall 2016. The School of Media and Communication dedicated a student to document the project and create update pieces throughout the course of the project. While much of the project was completed through the course structure, the Temple Tiny House project received significant university support from the Office of Facilities Management, the Project Delivery Group (Capital Projects), and Service Operations. The departments donated time, expertise and product to the project. Temple Community Garden, a student organization, assisted in the space's programmatic development, served as the client to the various courses, assisted in recruiting volunteers, and assumed responsibility and maintenance of the completed project. The Office of Sustainability and Temple Community Garden co-hosted a Tiny House Warming Party and Tiny Ribbon Cutting in April 2017. The project continued with the implementation of the site plan and planting during fall 2017. In addition, the project is pursuing green building certification and became the first project registered in Philadelphia under the Living Building Challenge. Two architecture student interns and one engineering student intern will complete the required

documentation for the challenge during the 2017-2018 academic year under the guidance of the Office of Sustainability.

Financing: The majority of costs for the Temple Tiny House project consisted of building materials. These costs were funded through the university's sustainability allocation in its plant development fund. Reductions in material costs were made possible by internal and external material donations. In addition, the photovoltaic system and green roof were provided at a reduced cost through a partnership between Temple University and two local companies who worked with engineering students to design and install the systems. There were minimal labor costs for the project as the majority of the project was completed through the Department of Architecture and College of Engineering course credit structure and volunteer efforts. Project programming, including design charrettes, was funded by the Office of Sustainability. The Temple Community Garden will provide and fund ongoing maintenance to the structure under the guidance of the Office of Sustainability.

Project Results:
1. Interdisciplinary academic learning opportunities: The phasing of the Temple Tiny House project offered many academic opportunities, including:
• Interdisciplinary faculty group collaboration;
• One-day interdisciplinary student design charrette resulting in a tiny house conceptual design;
• Two semester-long interdisciplinary courses through the Department of Architecture;
• College of Engineering Senior Design project, including building systems design, construction and monitoring;
• Hands-on learning, including a green roof installation workshop and volunteer work days;
• One-day Landscape Architecture site design charrette to develop a conceptual site design;
• Landscape Architecture studio course to develop a plan and planting schedule for the site;
• Media video coverage and documentation through the School of Media and Communication; and,
• Project collaboration and partnerships between various academic departments and university operations.

2. A small-scale sustainable showpiece for the university that allows for direct interaction with the building and its systems: The scale of the Temple Tiny House fosters learning opportunities not possible from larger projects or buildings by allowing visitors direct visual access to building components, such as:
• Vegetated roof for stormwater management;
• Rainwater harvesting using rain barrels;
• Cool roof to mitigate urban heat island effect;
• Composting toilet;
• Off-grid solar photovoltaic array with salt water battery storage;
• Passive solar closet for building heating;
• Natural ventilation for building cooling;
• High performance thermal envelope construction for interior temperature modulation;
• Use of sustainable materials and finishes, such as exterior cork siding;
• Use of recycled materials, such as roofing slate floor tiles, furnishings and roofing materials; and,
• LED lighting fixtures.

3. Sustainable systems demonstration opportunities: The Tiny House will be used as a demonstration project that will highlight sustainable building and site features. The net-zero structure can inform the dialog about energy production, consumption and water management and will demonstrate how systems work on a small scale.

4. Opportunity to pilot cutting edge sustainable technologies to examine how they could be used on a larger scale: Two specific technologies include the following:

Solar Closet: The building is heated by a passive solar closet system. The closet consists of four, 30-gallon barrels filled with water that are separated from the interior space by a wall. The water is heated throughout the day by direct solar radiation that passes through a triple-pane window. At night, or during cool periods, heat is conducted from the water within the thermal closet to the interior space to maintain design temperature conditions between 40°F and 85°F. This system was designed to keep the interior environment above freezing during the winter to protect the photovoltaic system batteries and to allow a space for the Temple Community Garden to grow seedlings.

Photovoltaic System Batteries: The building is powered by an off-grid solar system. Power is stored utilizing saltwater battery technology. Saltwater batteries do not contain heavy metals or toxic chemicals, are non-flammable and non-explosive and typically outperform traditional batteries.

5. Co-Curricular and community engagement opportunities: The Temple Tiny House will be used by the Temple Community Garden student organization for workshops, demonstrations, meetings and as a mini greenhouse. The building offers Temple Community Garden the opportunity to expand their programming to the neighboring North Philadelphia community by offering on-site workshops and demonstrations on food access, urban gardening and food preparation. The Temple Community Garden held its inaugural event in April 2017 with a workshop on growing and preparing your own food.

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Curriculum
Buildings
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://sustainability.temple.edu/temple-tiny-house

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Media links:

https://news.temple.edu/news/2015-02-25/students-design-tiny-house-temple-garden

http://templeupdate.com/students-help-put-down-roots/

https://www.youtube.com/watch?v=o2ghx3w1Iy4

http://temple-news.com/lifestyle/a-tiny-house-a-big-feat/

https://templeupdate.com/grand-opening-of-tiny-house/

Innovation B

Score	Responsible Party
1.00 / 1.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

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Name or title of the innovative policy, practice, program, or outcome:

Center for Inclusive Competitiveness

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 Center for Inclusive Competitiveness was created to help make the STEM future (family-sustaining careers, business, education and global competitiveness) belong to everyone.

The U.S. Bureau of Labor Statistics projects that, during the period 2010–2020, employment in S&E occupations will grow by 18.7%. The Center for Inclusive Competitiveness (CIC) seeks to place underserved communities at the forefront of STEM education and on the pathway to success through inclusion in the innovation economy.

The CIC wants to create a transformative educational experience for students focused on research, problem solving, critical-thinking, leadership, communications and market-driven solutions to social problems that improve quality of life.

The CIC brings together the Temple College of Engineering with the College of Science and Technology, the Katz School of Medicine and the Fox School of Business to continue that mission. The CIC will perform research and deploy strategies to create a pipeline for empowering underrepresented populations with access to STEM education leading towards competitiveness for local communities, regional economies and global leadership.

During the 2017-2018 academic year, 30 students from the Philadelphia School District are currently working with Temple Engineering senior design teams to design an aquaponic system.

In addition, the College of Engineering will collaborate with universities in Nigeria on different STEM programs to solve some of the agricultural issues the country is facing, like desertification, the process of fertile land transforming into desert as a result of drought and poor agriculture.

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Research
Public Engagement
Diversity & Affordability

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://engineering.temple.edu/about/stem-education-community-involvement/CIC

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Press releases:

https://temple-news.com/news/college-of-engineering-signs-agreements-with-five-nigerian-universities-for-stem-programs/

https://engineering.temple.edu/news/promoting-diversity-engineering

Innovation C

Score	Responsible Party
1.00 / 1.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

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Name or title of the innovative policy, practice, program, or outcome:

Temple Surplus Property Program

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:

Temple Surplus is a program that gives new life to the university's retired assets and property. When an item is no longer actively used by a university department, school or college, Temple Surplus makes it available for re-use utilizing an online store. This helps to reduce Temple's waste stream and maximize the value of tuition dollars by limiting new purchases and generating revenue from retired equipment.

Affordability is central to Temple's mission. The university works hard to maximize its resources to ensure that it gets the most out of every tuition dollar. In 2016, the university adopted a central policy that governs how university departments, schools and colleges manage assets and property that are no longer actively used. It establishes procedures for extracting additional value from those retired materials, and tasks the Computer Recycling Center and the Temple Surplus program with managing the collection, re-use and re-sale of the items. Temple Surplus serves as a clearinghouse of all types of equipment, including, but not limited to, furniture, lab equipment, clinical materials, and facilities products. University departments can request removal of surplus items for free. Items received by the Temple Surplus program will first be made available for redistribution within the university community for 15 days. If the item is not claimed internally, it will be sold via online auction. If the item is successfully sold, the Temple Surplus program will split the revenue with the donating department with sales over $500. Surplus items that are not sold are made available to non-profit organizations for free.

Temple Surplus publishes an annual report and tracks its inventory through an asset management database. Data reported annually (measurable outcomes) includes: types of collected material, number of assets received and redistributed, weight of materials diverted from the waste stream, program revenue and memberships.

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Public Engagement
Purchasing
Waste

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://campusoperations.temple.edu/sustainability-surplus/temple-surplus

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Media links

http://www.philly.com/philly/news/new_jersey/surplus-property-programs-at-temple-penn-state-drexel-20170530.html

https://news.temple.edu/news/2017-05-16/surplus-property-program

Innovation D

Score	Responsible Party
1.00 / 1.00	**Katherine Switala-Elmhurst** Program Manager Office of Sustainability

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Name or title of the innovative policy, practice, program, or outcome:

Temple Tech for Philly Partnership

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 Temple Tech for Philly Partnership between Project HOME and Temple University is designed to introduce and teach adult individuals from the community through hands on training from subject matter experts in the IT field, hardware and software topics related to the 901 and 902 A+ Exam with the goal of finding a job that leads to an exponential career path.

Program need:
1. Digital Divide exists and shows up along socioeconomic boundaries connected to race, income and geography;
2. Temple has excess technology that is still usable and life can be extended with minimum investment;
3. Monthly internet connection is cost prohibitive;
4. Some common software is cost prohibitive;
5. Tech Support is cost prohibitive;
6. There is not a trained workforce in the community to maintain the existing technology, thus leaving community member without home access and limits their access to public computer labs that may not meet the schedules of all in need of technology access.

Program goals:
1. Train the workforce (A+ training by Temple U SME);
2. Provide technology to learn and live on (CRC provides a pool of technology);
3. Provide internet to connect (Work with Comcast Internet Essentials);
4. Provide updated software (Project HOME > Tech Soup);
5. Have them learn to support the technology (Training/ Self Learning);
6. Have population get certified (Take A+ exam);
7. Provide work experience (Internship Cycle At Temple and Project HOME);
8. Give Back (They support the technology pool as volunteers at Honickman);
9. Continue the career path (with experience and certification);
10. Entry level IT related position in Philly growing tech field.

Program structure:
During the fall semester, students will work toward earning their A+ certification. A+ certificate programs teach students the necessary information to acquire A+ certification, which is becoming an industry-wide standard for entry-level computer technicians. The certification is provided by vendor-neutral CompTIA.

During the spring semester, Temple hosts a 9 week internship rotation up to 9 interns - 3 cycles of 3 weeks each in 3 different departments 2-3 per cohort, 3 days per week 4 hours per day (sample Temple departments: CRC, Helpdesk and DT Lan).

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Curriculum
Public Engagement
Diversity & Affordability

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.temple.edu/news/2017-12-13/temple-partnership-project-home-teaching-tech?utm_source=Emma&utm_medium=Email&utm_content=121417&utm_campaign=Temple-Now

Additional documentation to support the submission:
