



2014-2015 Post-Secondary Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

College or University Certifications

The signature of college or university President (or equivalent) on the next page certifies that each of the statements below concerning the institution’s eligibility and compliance with the following requirements is true and correct to the best of their knowledge.

- 1. The college or university has been evaluated and selected from among institutions within the Nominating Authority’s jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The college or university is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a compliance review.
3. OCR has not issued a violation letter of findings to the college or university concluding that the nominated college or university has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the college or university has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
5. There are no findings by Federal Student Aid of violations in respect to the administration of Title IV student aid funds.
6. The college or university is in good standing with its regional or national accreditor.
7. The college or university meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2014-2015

Public 4-Year Public 2-Year Private Non-Profit

Name of President/Chancellor: Dr. Mark H. Erikson (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official College or University Name: Northampton Community College (As it should appear on an award)

College or University Street Mailing Address: 3835 Green Pond Road, Bethlehem, PA 18020 (If address is P.O. Box, also include street address.)

County: Northampton IPEDS Number*: 214379 Telephone: 610-861-5458 Fax: 610-861-5070 Web site/URL: http://www.northampton.edu E-mail: merickson@northampton.edu

*Integrated Postsecondary Education Data System

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Handwritten signature of Dr. Mark H. Erikson

Date: 2/5/2015

(President’s/Chancellor’s Signature)



Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the college or university's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The college or university has been evaluated and selected from among institutions within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The college or university meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Pennsylvania Department of Education

Name of Nominating Authority: Mr. Pedro Rivera

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

A handwritten signature in black ink, appearing to read "Pedro Rivera", written over a horizontal line.

Date: 2/6/2015

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your college or university is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

ED-GRS Pennsylvania Department of Education Application for Colleges and Universities

Thank you for your interest in completing the Pennsylvania Department of Education's (PDE) application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about your college or university's facility, health, physical education and safety policies; food service; and environmental and sustainability curriculum. In the case of postsecondary institutions, we are particularly interested in how your efforts to go green have reduced tuition costs, increased completion rates, boosted rates of employment, and led to robust civic skills among graduates.

Through its postsecondary award, ED-GRS recognizes two- and four-year colleges and universities taking a comprehensive approach to greening. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a two-step process. The first step is to complete and submit this form to be selected as a nominee by an eligible nominating authority. Once selected as a nominee by your state or eligible nominating authority, the second step of the process requires signatures for the Nomination Presentation Form that will be sent to the U.S. Department of Education (ED) along with your application.

ED selects honorees from those presented by eligible nominating authorities nationwide. Selection will be based on documentation of the applicant's high achievement in the three ED-GRS Pillars:

Pillar I: Reduce environmental impact and costs.

Pillar II: Improve the health and wellness of students and staff.

Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways.

Colleges and universities demonstrating exemplary achievement in all three Pillars will receive highest rankings. It is important to document concrete achievement. For this award, State Selection Committees are particularly encouraged to document how the nominees' sustainability work has reduced college costs, increased completion rates, led to higher rates of employment, and ensured robust civic skills among graduates, and to make an appropriate effort to consider diverse types of institutions. It will help you to assemble a team to complete the application. This team might include: a facilities manager, physical education director, food services director, curriculum director, finance department representatives, faculty, and students. You should consult the Green Strides [Resources Page](#) and [Webinar Series](#) for standards, programs and grants related to each Pillar, Element and question. This is an excellent clearinghouse of information for all institutions of higher education, not just those who apply.

The questions in this application will help you demonstrate your high achievement in these Pillars as well as provide space for you to include pertinent documentation. **Applications are due by December 8, 2014 to PDE.** PDE will then send nominations to the U.S. Department of Education by February 1, 2015.

Note that if selected for nomination to ED-GRS, the college president/chancellor must be prepared to certify that each of the statements below concerning the college/university's eligibility and compliance with the following requirements is true.

1. The college or university has been evaluated and selected from among institutions within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The college or university is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a compliance review.
3. OCR has not issued a violation letter of findings to the college or university concluding that the nominated college or university has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.

4. The U.S. Department of Justice does not have a pending suit alleging that the college or university has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings by Federal Student Aid of violations in respect to the administration of Title IV student aid funds.
6. The college or university is in good standing with its regional or national accreditor.
7. The college or university meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.
8. The college or university meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Contact Information

College/University Name: Northhampton Community College

Street Address: 3835 Green Pond Road

City: Bethlehem State: PA Zip: 18020

Website: http://www.northampton.edu/

Facebook page: facebook.com/nccofficialfanpage

President/Chancellor Name: Dr. Mark H. Erickson

President/Chancellor Email Address: merickson@northampton.edu Phone Number: 610-861-5458

Lead Applicant Name (if different): _____

Lead Applicant Email: _____ Phone Number: _____

Basic Carnegie Classification, Minority-Serving Institution (check all that apply):

- | | | |
|-----------------------------------|---------------------------------|------------------------------|
| <input type="checkbox"/> AANAPISI | <input type="checkbox"/> HIS | <input type="checkbox"/> PBI |
| <input type="checkbox"/> ANNH | <input type="checkbox"/> NASNTI | <input type="checkbox"/> TCU |
| <input type="checkbox"/> HBCU | | |

Enrollment Profile:

Size and Setting: Mid-size Suburban

Undergraduate Enrollment: 10,531 Fall 2014

Graduate Enrollment: N/A

Percent of Undergraduates Receiving Pell Grants: 40%

Graduation rate (150% of normal time): 20%

Average Institutional Net Price: \$5,395

Application Outline:

ED-GRS Pillars and Elements	Points
Cross-Cutting Question: Participation in green school programs or signatory to AC&U President's Climate Commitment	5 Points
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 Points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 Points
Element 1C: Reduced waste production Waste Hazardous waste	5 Points
Element 1D: Use of alternative transportation	5 Points
Pillar II: Improve the health and wellness of students and staff: 30%	
Element 2A: Integrated campus environmental health program Integrated Pest Management Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	15 Points
Element 2B: Health and Wellness Coordinated Campus Health Fitness and outdoor time Food and Nutrition	15 Points
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 Points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 Points
Element 3C: Development and application of civic knowledge and skills	10 Points
Total	100 Points

1. Is your college or university participating in a local, state or national program which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes No Program(s) and level(s) achieved:

Energy Star Portfolio Manager; USGBC LEED

2. Has your college or university received any awards for facilities, health or environment?

Yes No Award(s) and year(s)

Anticipate LEED Silver certification for Monroe Campus; Partners in Conservation Award

Summary Narrative: Provide a narrative describing your institution's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative, yet replicable, practices and partnerships. Be sure to cover every ED-GRS Pillar and Element.

Located in northeastern Pennsylvania, Northampton Community College (NCC) is public two-year institution offering over 100 credit and non-credit programs to more than 30,000 students each year. NCC's Statement of Values speaks to our "commitment to the long term health of the institution, the community, the economy and the environment."

The foremost example of this commitment is our Monroe Campus – the first entire college campus constructed to meet the Silver LEED Certification level from the United States Green Building Council. Building placement is limited to meadow grass areas, poor soil areas and rock outcrop. Excavated rock is processed onsite into stone for base improvements. Buildings flow with the natural land contours. Floor-to-ceiling windows made of high performance glass maximize southern exposure and natural light. Native vegetation reduces storm water runoff. The 205,500 square foot campus is four times larger than the old one, but incurs energy costs of \$87,000 a year due to geothermal system, high-efficiency HVAC and lighting systems, and a solar canopy that provides about 40% of the campus electricity. A digital metering and monitoring system provides real-time energy performance information.

On main campus, 40 acres of unused, wooded and grassy land are now a living laboratory. We reduced the impact of mowing and grounds maintenance by allowing a portion of the land to go to succession, over time increasing the amount of wooded area on campus. A community garden known as the "East 40" connects gardeners from the college and the community for service learning, sustainable gardening, ecological awareness, and healthy living. Biology students conduct flora/fauna inventories; Irish Literature students plant crops to learn about the value of land ownership in context to 19th century Irish land laws. Culinary students practice farm-to-table cooking strategies and participate in composting. The Garden empowers the community to grow their own food through the availability of individual garden plots and community education; creates opportunities for partnerships with area schools, food banks and nonprofit organizations; promotes environmental and spiritual well-being; and maintains the integrity and health of the land.

Walking trails, outfitted with mileage and directional signage, encourage walkers and runners throughout the year. State-of-the-art fitness centers with personal training are available on both campuses. Faculty and staff may enroll in credit and non-credit fitness courses for free. The Health and Wellness Center provides First aid treatment, health counseling and programming to students. A faculty/staff committee dubbed the "Wellness Warriors" encourages coworkers to adopt healthy lifestyles by sponsoring wellness seminars, cooking demonstrations, and a walking program.

Environmental education leads to action at NCC. Our Environmental Science associate's degree prepares students for careers in wildlife conservation, resource management, law, and human ecology. After hearing a lecture on plastic pollution, students began a movement to reduce, and eventually eliminate, the use of disposable plastics in food services. STEM faculty used federal EPA grants to partner with a local Community Supported Agriculture program and an avian research center and to provide experiential learning for Monroe students. This year our National Endowment for the Humanities program will explore American culture through its food sources. The 350 Bethlehem and Good Growers student clubs and Sustainability Committee are to credit for our single stream recycling, the Community Garden, designated parking spaces for low-emission vehicles, and campus-wide reduction of printer-paper use.

Pillar I: Reduced Environmental Impact and Costs

Other than the questions listed below, please provide a narrative describing any additional information relative to the following: Describe how your college or university is reducing environmental impact and costs by reducing or eliminating greenhouse gas emissions; improving water quality, efficiency, and conservation; reducing waste production; and using alternative transportation. Identify your institution's energy-efficient facilities and practices, ecologically beneficial uses of grounds, and methods of disposal for solid and hazardous wastes.

1A1: In what year was your college/university constructed?

1972

1A2: What is the total building area of your college/university?

1,067,484 SF

1A3: Has your college/university constructed a new building or renovated an existing building in the past ten years?

Yes No

Please provide the following information for new buildings:

Percentage of the building area that meets green build standards (for LEED, CHPS, Green Globes or other standards)

100

Which certificate/level obtained?

Anticipate Silver (minimum) or Gold

What is the total constructed area?

251,500

What is the total renovated area?

185,803

1A4: Do any parts of your existing building meet green build standards (for LEED, CHPS, Green Globes, or other standards)?

Yes No

Please provide the following information for existing buildings:

What percentage of the existing building area has achieved green build standards (LEED, CHPS, Green Globes, or other standards)?

50%

What is the total building area (in sq. ft.)?

630,181

Which certificate/level obtained?

LEED Silver

1A5: Please indicate which green building practices your college/university is using to ensure your building is energy efficient.

- College/university has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.
- College/university Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.
- College/university has an energy and water efficient product purchasing and procurement policy in place.
- Other (please describe) In 2008, NCC adopted a Ten Year Environmental & Energy Conservation Plan

1A6: Has your college/university received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

Yes No

If your college/university received the certification, please note the year it was achieved and the score received.

1A7: Has your college/university reduced its total non-transportation energy use from an initial baseline?

Yes No

Please provide the following information:

Percentage reduction	<u>-11.9%</u>
Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.)	<u>kBtu/SF</u>
Time period measured (mm/yyyy-mm/yyyy)	<u>01/2009-01/2013</u>
How did you document this reduction (i.e. ENERGY STAR portfolio, district report)?	<u>College Accounting Records</u>

1A8: What percentage of your college/university's energy is obtained from:

On-site renewable energy generation (i.e. solar, wind, biomass)	<u>4%</u>
Purchased renewable energy	<u>0%</u>

1A9: Can your college/university demonstrate a reduction in its greenhouse gas emissions?

Yes No

Please provide the following information:

Initial GHS emissions rate (MT eCO ₂ /person)	<u>1.414</u>
Final GHG emissions rate (MT eCO ₂ /person)	<u>1.197</u>
Percentage reduction	<u>15.3%</u>
Time period measured (mm/yyyy-mm/yyyy)	<u>01/2009-01/2013</u>
How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator, EPA Portfolio Manager)?	<u>Energy Star Portfolio</u>

1A10: Does your college/university reduce and/or offset the greenhouse gas emissions from building energy use?

Yes No

Please provide the following information:

List offsets used	<u>Energy Conservation Projects, Solar Panels</u>
Current total GHG emissions (MtCO ₂ e)	<u>13191.1</u>
Baseline total GHG emissions (MtCO ₂ e)	<u>15862.8</u>
Change from baseline	<u>-2671.7</u>
Time period measured (mm/yyyy-mm/yyyy)	<u>01/2009-01/2013</u>

1B1: Can you demonstrate a reduction in your college/university's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes No

Please provide the following information:

Percentage reduction domestic	28%
Percentage reduction irrigation	NA
Time period measured (mm/yyyy-mm/yyyy)	01/2009-01/2013
How did you document this reduction (i.e. ENERGY STAR Portfolio Manager, school district reports)?	College Accounting Records

1B2: Which of the following practices does your college/university employ to increase water efficiency and ensure water quality? (Please check all that apply)

- Our college/university conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
- Our college/university has a smart irrigation system that adjusts watering time based on weather conditions.
- Our college/university's landscaping is water-efficient and/or regionally appropriate.
- Our college/university uses non-potable water sources (i.e.: rainwater) for irrigation or toilet flushing.
- Taps, faucets, and fountains at our college/university are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
- Our college/university has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).
- Our college/university has implemented storm water best management practices and/or low-impact development strategies (i.e.: rain gardens, vegetated swales, pervious paving, rainwater harvesting, green roofs).
- Our college/university uses water control features in bathrooms, locker rooms, kitchens, etc. that include low flow faucets, automatic sensor faucets, low flow toilets and shower heads.

1B3: Please provide the following information about your college/university's landscaping:

What percentage of your total landscaping is considered water-efficient or regionally appropriate? 100%

What types of plants are used and where are they located?

Regionally appropriate and water tolerant plants are used including small bushes and grasses around buildings and pedestrian areas; larger bushes, trees, and ground cover in parking areas.

Please describe the alternate water sources used for irrigation or toilet flushing. (Maximum 100 words)

NCC does not irrigate any parts of its campuses.

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

Water tests are performed by independent testing labs of all well water sources to control pH and test for all contaminants, including lead. Municipal water suppliers provide testing results for buildings they serve.

Please describe your best management practices for storm water. (Maximum 100 words)

NCC developed and instituted a storm water management plan to treat and capture over 95% of average annual rainfall which limits the disruption of the natural hydrology. Thirteen wooded acres have been designated as a conservation easement. Storm water controls include rain garden / bioretention, subsurface infiltration beds, infiltration basins, and pervious paving with infiltration beds.

1B4: Our college/university's drinking water comes from:

Municipal water source Well on school property Other (please explain):
Most of our water is supplied by a municipal source, but one building is on a well system.

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

The well system is protected from potential contaminants by keeping activities away from the well and assuring that no chemicals are used in its vicinity.

1B5: Please describe any additional progress your college/university has made towards improving water quality, efficiency, and conservation. (Maximum 100 words)

The college has upgraded all plumbing fixtures to low flow types and has installed automatic controls on most sinks, toilets, and urinals.

1B6: What percentage of the college/university grounds are devoted to ecologically or socially beneficial uses (campus vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, pervious walking or running trails, etc.)?

Approximately 10%

1B7: Do any parts of your outdoor landscape meet the National Sustainable Sites Initiative guidelines? If yes, please explain.

Yes No

1C1: What percentage of solid waste is diverted from landfilling or incinerating due to reuse, recycling and/or composting (i.e. Recycling Rate)?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected).

489.3 CY

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected).

328.3 CY

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster sizes(s) x number of collections per month x percentage full when emptied or collected).

0

Recycling Rate = $(B+C) / (A+B+C) \times 100$

40.2%

1C2: Does your college/university have a composting system?

Yes No

1C3: Please provide the following information about your college/university's hazardous waste:

How much hazardous waste does your college/university produce (lbs/person[staff+students]/year)?

Less than 1 lbs/person

How is the amount generated calculated?

Waste collection records & contractor records

List the types of hazardous waste generated.

Film fixatives, film developers, dental biohazards, nursing biohazards, biology biohazards.

How is hazardous waste monitored?

Chemical waste monitored as part of annual County Wide Hazardous Waste Collection Event, Biological waste handled by Stericycle.

1C4: Which of the following benchmarks has your college/university implemented to minimize and safely manage hazardous waste? (Please check all that apply.)

- Our college/university has a hazardous waste policy for storage, management, and disposal that is actively enforced.
- Our college/university disposes of unwanted computer and electronic products through an approved recycling facility or program.
- All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.
- Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

List the green cleaning standard(s) used.

1C5: Does your college/university use "third party certified" green cleaning products?

Yes No

Please provide the following information about the green cleaning products used at your college/university:

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products?

100%

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the college/university use?

Green Seal

1C6: What other indicators do you have of your college/university's reduction of solid waste and elimination of hazardous waste? (Maximum 100 words)

NCC hosts annual Household Hazardous Waste Events for Northampton County residents to dispose properly of their household hazardous wastes. Since 2008, the events have collected over 725,000 lbs or an average of 120,000 lbs per year.

1C7: This is the end of Pillar 1. Please describe any other accomplishments or progress your college/university has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 100 words)

In 2008, NCC adopted a Ten Year Environmental & Energy Conservation Plan that included a goal to reduce energy use intensity by 20% in ten years. The College is well on its way to achieve that goal, especially with the opening of our new Monroe Campus this year. The new Monroe Campus is expected to achieve minimum LEED Silver Certification. Also see Attached Pillar Narratives.

Pillar 2: Improve the health and wellness of students, faculty and staff

Other than the questions listed below, please provide a narrative describing any additional information relative to the following: Describe how your college or university improves the health and wellness of students, faculty and staff by integrating a campus-wide environmental health program and promoting sound health and wellness practices. You should discuss integrated pest management, contaminant controls and ventilation, asthma controls, indoor air quality, moisture control, and chemical management. Address the amount and type of outdoor time that your students and staff have, as well as the types of fresh, local, and organic food that they eat. Other components you may want to include are: health education, health services, counseling, psychological and social services, staff health promotion and family and community involvement.

2A1: Which of the following practices does your college/university employ with regards to pest management? (Please check all that apply)

- Our college/university has an integrated pest management plan in place to reduce and/or eliminate pesticides.
- Pest control policies, methods of application, and posting requirements are provided to students and college/university employees.
- Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.
- Our college/university prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

2A2: Which of the following practices does your college/university employ to improve contaminant control and ventilation? (Please check all that apply)

- Our college/university meets ASHRAE Standard 62.1-2010 (ventilation for acceptable indoor air quality).
- Our college/university has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
- Our college/university has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.
- Our college/university disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
- Our college/university has CO alarms that meet the requirements of the National Fire Protection Association Code 720.
- There are no wood structures on campus grounds that contain chromate copper arsenate.
- Our college/university visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
- Our college/university's indoor relative humidity is maintained below 60%.
- Our college/university has moisture resistant materials/protective systems installed (i.e., flooring, tub/shower, backing, and piping).
- Our college/university has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.
- Our college/university prohibits smoking on campus and on our buses.
- All of the ground contact classrooms at our college/university have been tested for radon within the last 24 months.
- If your college/university has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances)

2B1: Which practices does your college/university employ to promote nutrition, physical activity and overall school health? (Please check all that apply.)

- Our school participates in a program to utilize local food in our cafeterias, restaurants, cafes and dining halls.
- Our college/university partners with local food growers to supply produce.
- Our college/university has an onsite food garden.
- Our college/university garden supplies food for our food service locations.

Please describe any types of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 100 words)

NCC's campuses were designed to encourage outdoor activities and a healthy lifestyle. Campuses were designed with ample and inviting outdoor spaces in which many student events are held. Walking trails, outfitted with new mileage and directional signage, encourage walkers and runners throughout the year.

2B2: What percentage (by cost) of food purchased by your college/university is certified as "environmentally preferable" (e.g., Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)?

5% can be certified

2B3: This is the end of Pillar 2. Please describe any additional progress your college/university has made in terms of the college/university's man-made and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 100 words)

See attached Pillar Narratives.

Pillar 3: Effective Environmental and Sustainability Education

Other than the questions listed below, please provide a narrative describing any additional information relative to the following: Describe how your college or university provides effective environmental and sustainability education by incorporating STEM, civic skills, and green career pathways. Provide examples of interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems. Demonstrate how your institution uses the environment and sustainability to develop STEM content, knowledge, and thinking skills. You should also discuss how your institution develops and applies civic knowledge and skills to environmental and sustainability education.

3A1: Does your college/university have a STEM curriculum and/or coordinator?

Yes No

3A2: Has the college/university's use of green building materials, alternative or renewable energy sources or green technologies, been incorporated into the curriculum and/or utilized by teachers and students in the classroom?

Yes No

Please explain. (Maximum 100 words)

3A3: Does your college/university make connections between classroom and career readiness, in particular options in environmental and sustainability fields?

Yes No

Please describe these connections. (Maximum 100 words)

Many of the field labs run during General Ecology, Environmental Biology, Field Zoology, and Field Botany utilize local experts and professionals as "tour guides" or "experience guides," who teach the students lessons connected to course learning outcomes and demonstrate career opportunities in the broader community.

3A4: Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 100 words)

Outdoor learning is used extensively in many courses including Field Ecology, a general education elective designed to connect non-science majors to field settings through service learning opportunities where students volunteer for and connect with the broader community; and through field-based courses including General Ecology, Environmental Biology, Field Zoology, and Field Botany

3A5: What opportunities exist for students to learn about the green practices implemented at your institution, including how these practices are benefiting them and reducing operation and maintenance costs? (Maximum 100 words)

During Earth week activities, NCC's facilities department contributes to educational exhibits by demonstrating how recycling reduces the waste on campus; NCC's Sustainability Committee serves as a liaison between faculty, staff, and students to disseminate information about the green practices occurring on campus.

3A6: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your college/university, other colleges/universities (especially institutions with fewer resources,) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

Faculty have developed a sustainable partnership between the Biology and Sociology Departments that emphasizes the connections between learning outcomes across disciplines through service-learning. The project involves two partner organizations, the Cherry Valley Community Supported Agriculture Initiative (CSA), and the Garden of Giving. During the past three academic years, faculty in the two disciplines have linked topics covered in their courses (such as food security, social equity, and organic principles), and have had over 300 students tour the CSA or the Garden. Of those, more than 50 spent a significant part of their extracurricular time working on and learning from the land. Two previous US Department of Environmental Protection Environmental Education grants helped to cement two continuing partnerships with community resources, the Cherry Valley Community Supported Agriculture Initiative (CSA) and the Pocono Avian Research Center. Through work done on those two grants, one involving hands-on learning at the CSA farm and the other through bird-banding projects, the ground work was laid for continuing experiential learning for Monroe students.

3A7: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 100 words)

See attached Pillar Narratives.

Pillar One: In addition to its main campus in Bethlehem and the Fowler Center in South Bethlehem, NCC recently opened a brand new state-of-the-art 84 acre Silver LEED certified campus in Tannersville, Monroe County. The \$72 million campus was funded by Monroe County, NCC's independent foundation, state gaming revenues, individual and corporate donations, and the Pennsylvania Departments of Education and Community and Economic Development.

Under the direction of NCC's Director of Facilities and Security, Mark Culp LEED Accredited Professional, the campus was constructed to meet, at a minimum, Silver LEED Certification level from the United States Green Building Council (USGBC), and as of this writing, will be the first entire college campus to meet this certification level. The construction management team, led by D'Huy engineering, has a team of LEED accredited professionals that oversaw the implementation of the plan. By virtue of its design, the workforce practices employed to construct the project, and ultimately the care and maintenance of the completed facility, NCC has, and will continue to, minimize impacts on environmental resources.

On NCC's main campus in Bethlehem, the NCC Environmental Task Force sought to reduce the impact of mowing and other methods of grounds maintenance of a portion of 40 acres, known as the East 40, of unused, wooded and grassy land on the NCC main campus on Green Pond Road in Bethlehem, PA. The first initiative was to decrease the amount of area mowed and the frequency of mowing. A "no-mow" area bordering the wooded area was expanded with the intention of allowing that land to go to succession, over time increasing the amount of wooded area on campus. After the successful implementation of that initiative, students, staff and faculty began to seek other ways to make productive and sustainable use of portions of those 40 acres. In 2010, planning for a community garden began, with ground broken for the garden in spring 2011. Now, on the property known as the "East 40," gardeners from the College and the larger community come together to experience service learning, sustainable gardening, ecological awareness, and healthy living.

Pillar Two: NCC supports a unique campus culture, affectionately referred to as "The NCC Way" which has resulted in a supportive community driven by excellence. In 2013, the College was named the top large employer in the Lehigh Valley by The Morning Call based on employee feedback on the culture of the workplace.

The College is committed to the health and wellness of students, faculty and staff and integrates a campus-wide environmental health program to promote sound health and wellness practices.

The Wellness Committee at Northampton Community College, known as the Wellness Warriors, is comprised of faculty and staff dedicated to providing wellness related education, resources and programs to fellow employees.

Wellness services for students are facilitated by NCC's Health and Wellness Center and include a nurse on duty to dispense over the counter medication per standing orders from a consulting college physician at St. Luke's Hospital, First aid treatment of minor injuries and illnesses, Health counseling, Record keeping and monitoring of students with special health needs, Blood pressure monitoring and weight management, and Health education programs throughout the year.

Our campuses were designed to encourage outdoor activities and a healthy lifestyle. Campuses were designed with ample and inviting outdoor spaces in which many student events are held. Walking trails, outfitted with new mileage and directional signage, encourage walkers and runners throughout the year. The College also boasts state-of-the-art fitness centers on its Bethlehem and Monroe campuses for use by students, faculty and staff. Personal training is also available. Full time faculty and staff can also enroll in credit and non-credit fitness courses free of charge.

The College maintains an open and welcoming campus environment and encourages the use of campus facilities by the larger community. With many outdoor gathering areas including the quad at the center of campus, the Susan K. Kubik Tribute Garden, and several other smaller areas that provide seating and picnic tables placed in landscaped and shaded areas, time outside is encouraged. The Monroe campus was designed with the same principle in mind, providing a beautiful and scenic vista to be enjoyed by all its

users with panoramic views from its buildings and grounds. Both campuses have also hosted many health-focused community events including a number of walk/run fundraisers.

Pillar Three: NCC is a valuable part of the regional STEM pipeline and is working to recruit students into regionally targeted STEM programs. Funding received through the National Science Foundation supports STEM scholarships for financially challenged, academically talented students and support STEM faculty as they to incorporate into their classrooms evidence-based practices that enhance the scholarship of teaching and learning.

STEM Faculty are developing sustainable interdisciplinary partnerships that incorporate service learning and community collaboration. Two U.S. Department of Environmental Protection Environmental Education grants helped to cement two continuing partnerships with community resources, the Cherry Valley Community Supported Agriculture Initiative (CSA) and the Pocono Avian Research Center. Through work done on those two grants, one involving hands-on learning at the CSA farm and the other through bird-banding projects, the ground work was laid for continuing experiential learning for Monroe students.

Last year, NCC launched an Environmental Science Associates degree program that can be customized to prepare students for the range of majors and fields that are based in the environment, including laboratory sciences, wildlife conservation, resource management, environmental law, human ecology, and more. Both Environmental Science and Biological Science majors are connected to outdoor learning through field-based courses including General Ecology, Environmental Biology, Field Zoology, and Field Botany. NCC's Community Garden program provides a diverse range of faculty with the space and instructional support to incorporate outdoor learning into curricula including Literature, History, Culinary Arts, English and Math.

Sustainability issues are woven into NCC's Study abroad programming as well. Of NCC's five three-credit study abroad programs, two are environmentally focused.

The College regularly welcomes speakers to inform the campus community on environmental issues and some have moved students and faculty to take action on a number of environmental issues. Most recently, a lecture on plastic pollution in the Pacific Ocean so resonated with NCC students, that shortly after, a group of student leaders banded together to begin a movement to reduce, and eventually eliminate, the use of disposable plastics in NCC's food services operations. Environmental themes are woven into NCC's 2014-2015 National Endowment for the Humanities (NEH) programming. Agriculture and the American Identity will explore American culture through an examination of its food, how it's grown, and the people who grow it. Upon conclusion of this NEH program, participants will begin to conceptualize how Americans, through the relocalizing of their food relationships, are beginning to reclaim their sense of national identity.

NCC Student Clubs provide an excellent vehicle for students and faculty to pursue environmental sustainability initiatives. 350 Bethlehem, focuses on helping both the college community and local community to reduce their dependence on fossil fuels; Good Growers provides members with opportunities to engage in gardening projects, both on and off-campus and the Sustainability Committee (formerly the Environmental Task Force) addresses campus issues regarding the environment. The work of these groups have fostered many lasting changes to the NCC campus including single stream recycling, instituted within the past five years, the Community Garden, designated parking spaces for low-emission vehicles, and campus-wide reduction of printer-paper use.

Community Education Courses provide opportunities for the larger community to participate in NCC programs and initiatives. One the offerings is a series of nine Community Garden Organic Vegetable Garden classes. Students may complete all nine classes PLUS a Portfolio Project to earn a Certificate in Organic Vegetable Gardening.

Sustainability initiatives run both wide and deep at NCC. We are proud of our accomplishments to date and will continue to find new ways to engage our campus and wider communities while honoring our mission "to provide excellent, accessible and comprehensive learning experiences in partnership with the dynamic, diverse communities we serve". As an open-access community college, it is an institutional mandate to keep tuition costs low; therefore, leadership must always weigh the cost of sustainability initiatives before adopting them. For example, the use of biodegradable take out containers in the college's food court is an option offered by NCC's food services provider, but this would result in the

additional cost being passed on to the student in the form of higher prices for food. While the decision has not yet been made, the leadership is ever sensitive to keeping costs as lowest possible for our students while providing a high-quality education in an environment that encourages thoughtfulness on issues of sustainability.