

# Albion College

The following information was submitted through the [STARS Reporting Tool](#).

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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

## Institution type:

Baccalaureate

## Institutional control:

Private non-profit

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

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

## Reason for excluding agricultural school:

Liberal Arts College

**Reason for excluding medical school:**

Liberal Arts College

**Reason for excluding pharmacy school:**

Liberal Arts College

**Reason for excluding public health school:**

Liberal Arts College

**Reason for excluding veterinary school:**

Liberal Arts College

**Reason for excluding satellite campus:**

Liberal Arts College

**Reason for excluding hospital:**

Liberal Arts College

**Reason for excluding farm:**

Farm included because the Nancy Held Equestrian Center has hay production of 90 acres.

**Reason for excluding agricultural experiment station:**

Liberal Arts College

**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

185,600,000 US/Canadian \$

### Total campus area:

574 Acres

### IECC climate region:

Cold

### Locale:

Small town

### Gross floor area of building space:

1,480,439 Gross Square Feet

### Conditioned floor area:

1,480,439 Square Feet

### Floor area of laboratory space:

49,500 Square Feet

### Floor area of healthcare space:

0 Square Feet

### Floor area of other energy intensive space:

45,000 Square Feet

### Floor area of residential space:

434,114 Square Feet

### Electricity use by source::

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

<b>Biomass</b>	---
<b>Coal</b>	---
<b>Geothermal</b>	---
<b>Hydro</b>	---
<b>Natural gas</b>	100
<b>Nuclear</b>	---
<b>Solar photovoltaic</b>	---
<b>Wind</b>	---
<b>Other (please specify and explain below)</b>	---

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

---

**Energy used for heating buildings, by source::**

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

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

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# Academics and Demographics

## Criteria

n/a

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

### Number of academic divisions:

1

### Number of academic departments (or the equivalent):

23

### Full-time equivalent enrollment:

1,283.66

### Full-time equivalent of employees:

398.50

### Full-time equivalent of distance education students:

0

### Total number of undergraduate students:

1,307

### Total number of graduate students:

0

### Number of degree-seeking students:

1,284

### Number of non-credit students:

23

### Number of employees:

447

### Number of residential students:

1,155

**Number of residential employees:**

3

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

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

## Responsible Party

**Douglas White**

Assoc Director, Center for Sustainability and the Environment  
Biology

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

**Submission Note:**

Sustainability courses are listed under the ENVN subject - they are part of the Sustainability Studies/Environmental Studies/Environmental Science program administered by Albion's Center for Sustainability and the Environment. Other courses listed have been approved to fill the Environmental category graduation requirement.

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

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

	Undergraduate	Graduate
<b>Total number of courses offered by the institution</b>	21	0
<b>Number of sustainability courses offered</b>	5	0
<b>Number of courses offered that include sustainability</b>	16	0

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

10

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

24

**Number of years covered by the data:**

One

**A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):**

[Green courses 2014-2015.docx](#)

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

ENVN 100 Introduction to Sustainability: Concepts and Challenges (1/4)

Introduces the concept of sustainable development through historic antecedents in the classics and economic theory. Major topics include development and the environment, alternatives to development, system modeling, and indicators and norms for sustainable development. Through guest panelists from the CSE and the University of Versailles Saint-Quentin-en-Yvelines, key policy issues will be raised.

ENVN 101 Fundamentals of Environmental Studies (1)

A theoretical and practical introduction to the interdisciplinary field of environmental studies. Cultivates both a broad understanding of ecological principles and the creative capacity to imagine and enact individual and social change that takes those principles into account.

#### ENVN 102 Introduction to the Environment (1)

Explores the interconnected web of earth's natural systems including the atmosphere, biological communities, oceans and continents, as well as humankind's interactions with and dependence on them. Major topics include global climate and problems of global warming and desertification; resources and problems of world hunger and population growth; and pollution and problems of ecosystem destruction.

#### ENVN 201 Ecology and Environmental Field Trip (1/2)

Prerequisites: Membership in the Center for Sustainability of the Environment and permission of the instructor.

Demonstrates, in seminars and a one-two week field trip to a selected region of the United States, how ecosystems have been shaped by the interplay of biological, geological and human history and are thus both adapted to and susceptible to changes in, modern landscape, climate and human practices. Examines environmental issues of both local and national significance related to these ecosystems.

#### ENVN 206 Sustainable Living Seminar (1/2)

Residents of the College's E-house and other students explore, through practice, the relationship between their daily actions and the earth's ecosystems. Several models of sustainability are discussed, and students are asked to articulate the view they believe appropriate for their own lives. Students cooperatively develop a significant improvement in the house or its grounds and monitor the environmental footprint of their actions.

#### ENVN 220 Economics, Politics, and Environmental Policy (1)

Examines decisions affecting environmental quality made by government, businesses and individuals; economic analysis relevant to such decisions; the policy-making process; and dispute resolution techniques that may be useful in conflicts over environmental issues.

Focuses on current national and local environmental policies, with comparisons to practices in other countries.

#### A&S 240 Ancient Civilizations (1)

Although the human species has been on the planet in its present form for at least 100,000 years, complexly organized societies with cities, governments and organized religions did not emerge until the last 5,000. This phenomenon took place independently throughout the globe, and while some ancient civilizations collapsed, others became the foundations upon which the modern world was constructed. Why is this so? Through a comparative analysis of Mesopotamian, Egyptian, Indus, Maya, Aztec and Incan societies, among others, students will learn to analyze the factors that have led to the emergence and transformation of civilizations.

#### A&S 271 The Global Politics of Nature (1)

An introduction to environmental anthropology. Explores anthropological perspectives on the relationship between nature and culture.

What is the power of nature as an idea? What part does it play in American culture? What are some other ways people have thought about nature and culture around the world? Addresses global and local issues, the impact of environmental justice movements, and conflicts over conservation of species and habitats.

#### A&S 357 Violent Environments (1)

Does environmental degradation produce violence? What is the relationship between population growth, resource scarcity and violent conflict? In what ways do different environments (e.g., African national parks, Appalachian coal mines, hurricane-ravaged coastal cities) feature differential access to and control over natural and economic resources? This course first explores anthropological perspectives on violence, including biological, archaeological and cultural approaches to understanding war. Then, it investigates the multifaceted linkages between environments and conflict—the articulations among resource extraction, urbanization, economic development, population growth, biotechnology, biodiversity, natural disasters, human health, structural violence and social inequality.

#### ARTH 315 Earth Art and the Environment (1)

Examines American (U.S.) and European art and architecture that interacts with the environment and calls attention to the benefits and consequences of human interaction with the environment in a national and global context. Focuses on art, architecture and design projects produced from 1960 to the present and materials that set the context for artistic concerns about the environment beginning in the nineteenth century.

#### BIOL 195 Ecology, Evolution and Biodiversity (1)

Focuses on whole organisms and their evolutionary and ecological relationships. Evolutionary processes, biological diversity, conservation biology and human impacts on ecology and biodiversity are major themes. Skills introduced are hypothesis testing, experimental design, use of primary literature in writing assignments and basic statistics. Lecture and laboratory.

#### CHEM 206 Chemical Analysis (1)

Prerequisite: Chemistry 121; Chemistry 123 recommended.

Laboratory course emphasizing the collection, analysis and interpretation of quantitative data, using both traditional and instrumental

techniques.

#### COMM 311 Environmental Communication (1)

A study of how the natural environment is socially constructed through its representation in word and image. After introducing students to fundamental environmental terminology, the course will consider a number of key environmental communicators, their ideological positions, and how they shape their messages. This will be followed by a discussion of audiences and environmental communication ethics. Offered occasionally.

#### ENGL 206 Writing in Place (1)

An experiential study of environmental writing, with a focus on place, nature, and the relationship between humans and their environments. Students write in a variety of genres and modes, including exposition and creative non-fiction.

#### ENGL 238 Terrorists and Treehuggers (1)

An interdisciplinary study of the past, present, and future of environmental radicalism. Typical authors include Rachel Carson, Edward Abbey, Paul Watson, and Wangari Maathai.

#### ENGL 389 Wild Things: The Literature of Wilderness and the Wild

This course explores literary representations of wildness and wilderness—both as ideas and geographical realities—in order to reflect on what we value in the natural world and why. We will investigate how the fictional and nonfictional stories we tell ourselves about wildness and wilderness shape our decisions regarding how we live in relation to the natural world.

#### GEOL 104 Earth Resources and the Environment (1)

Without earth resources, civilization would not exist. Gold, diamonds, water, oil, building materials--all of our material resources ultimately are derived from the earth. This course examines the origin and geologic occurrence of these materials and the environmental implications of their utilization. No laboratory.

#### GEOL 106 Natural Disasters (1)

A review of the natural disasters that affect humans and the environment. Emphasizes the causes and prediction of natural hazards, assessment of hazard vulnerability, and disaster mitigation and recovery through case studies of historical and recent natural disasters. Topics include earthquakes, volcanoes, landslides, extreme weather, climate change and floods. No laboratory.

#### GEOL 115 Oceans, Atmosphere and Climate (1)

Describes the world's oceans and atmosphere and considers how they interact with one another, and with humans. Topics include the geological evolution of the ocean basins, ocean-atmosphere circulation patterns, ocean currents, climate and weather patterns, storms and weather fronts, paleo-oceanography and the history of climate, and the chemical composition of the oceans. Emphasizes the role of the oceans in mediating global climate, global change, global dispersal of pollution and other environmental concerns. No laboratory. Offered in alternate years.

#### HIST 337 Environmental History (1)

Focus on the historical roots of contemporary environmental problems. Analysis of both the destructive and the conservation sides of the American experience. Native American perspectives, women and nature, technology, Thoreau, John Muir, energy crisis, ecology as the subversive science, a land ethic, Rachel Carson's *Silent Spring*, and environmental impacts (DDT, Love Canal, atomic testing, PBB, dioxin, acid rain) are stressed. Concentration on America, but within a global frame of reference. Interdisciplinary emphasis that invites students from a variety of majors, particularly those in the sciences and those treating public policy issues. Special opportunities for those who enjoy the out-of-doors.

#### PHIL 301 Environmental Ethics (1)

Examines theoretical and practical perspectives on ethical issues in relation to the environment. The theoretical issues range from whether we should assign moral value to species other than the human (and if so, on the basis of what criteria) to whether we have moral obligations to preserve the environment for future generations (and if so, what this would imply for the present generations). The practical issues range from creating incentives for restricting population growth without abdicating responsibilities toward the world's hungry, to the issue of what short-and long-term policies and practices need to be adopted to deal effectively with reducing pollution and hazardous waste while working toward a recycling, sustainable global society.

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

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

Counted by catalog listing - courses in the ENVN department and courses approved to fill the Environmental graduation category requirement.

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

Each course was counted as a single course regardless of the number of offerings or sections

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

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

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

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

Yes

**Does the institution designate sustainability courses on student transcripts?:**

No



# Learning Outcomes

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

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

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

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

**Number of students who graduated from a program that has adopted at least one sustainability learning outcome:**

5

**Total number of graduates from degree programs:**

356

**A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:**

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**A list of degree, diploma or certificate programs that have sustainability learning outcomes:**

Majors: Environmental Science; Environmental Studies; Sustainability Studies

Concentrations: Environmental Science; Environmental Studies

**A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):**

The Center for Sustainability and the Environment (CSE), through its member students and affiliated faculty, encourages all Albion students to develop an awareness of the physical makeup of the biosphere and an appreciation of the vulnerability of the ecosystem. It further encourages students to explore environmental issues from multidisciplinary perspectives and to recognize that their actions have environmental consequences. Through dynamic interaction between environmental theory and practice, locally based but recognizing that the environment knows no boundaries, the Center enriches its immediate and extended communities.

**The website URL where information about the institution's sustainability learning outcomes is available:**

<http://www.albion.edu/academics/academic-catalogs/2014-15-catalog/programs-of-study/environmental-science>

# Undergraduate Program

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## Responsible Party

**Andrew French**

Professor

Chemistry

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## Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

## The name of the sustainability-focused, undergraduate degree program (1st program):

Sustainability Studies BA

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

The major in sustainability studies at Albion College is a joint venture between Albion College and the University of Versailles Saint-Quentin-en-Yvelines (UVSQ), in France. UVSQ is located less than a half hour from Paris and is among the top research universities in the world. This collaboration offers an opportunity for Albion students to participate in an international, interdisciplinary program that is grounded in the social sciences and designed for students who are engaged in today's and tomorrow's sustainability challenges.

Courses in the curriculum are categorized as theories, tools, and terrains. Theories include the framing concepts and scientific principles of sustainability studies, while tools are the methods of analysis and communication. Terrains are specific fields of sustainability challenges, using the theories and tools that students will have already mastered.

Through this integration students are invited to explore, on the one hand, the relationships between the economy, lifestyle, and politics and, on the other hand, the physical environment, natural resource use, pollution, climate change, and biodiversity loss. In this way, the

interdisciplinary and international character of the major in sustainability studies complements the disciplinary foundations of traditional degree programs.

The major in sustainability studies is obtained by following a four-year program of study offered on a collaborative basis through the UVSQ/Albion partnership. During the first, second, and fourth years of study, courses are offered through UVSQ and Albion College, on the Albion campus, while the third year includes a semester of study abroad at UVSQ.

During the semester abroad, students in the program will complete upper-level courses in both theory and tools categories, as well as preparing research papers in selected terrains (case studies and specialized topics). They will be introduced to European culture and the European ethos of sustainability, and visiting international collaborations.

After successfully completing the major in sustainability studies, and upon graduation from Albion College, students will receive the B.A. in sustainability studies from Albion College along with a certificate of sustainability studies from UVSQ. They will also be eligible to enter the second year master's program at UVSQ (taught in English) in sustainability studies.

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

<http://www.albion.edu/academics/programs-of-distinction/center-for-sustainability-and-the-environment/majors-and-concentrations/sustainability-studies-major>

**The name of the sustainability-focused, undergraduate degree program (2nd program):**

Environmental Studies BA

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

Students completing the environmental studies major will gain a deep understanding of the complex relationships among natural and social systems, as well as a proficiency in the analytical, rhetorical and creative skills necessary to perceive the wonders of the natural and human worlds and to solve the environmental challenges we face in the twenty-first century.

Core: Four units of required foundation courses consisting of: Anthropology 105, ENVN 101, Biology 195, Geology 101.

Categories of emphasis: Six units total from the following three categories with at least one but no more than three courses in each category. If you choose to take three courses from a single category, at least two courses must be at the 200-level.

Earth Systems

Biology 206, 237, 240

Geology 103, 104, 106, 111, 115, 211, 306, 311

Physics 102

Math 109, 210

Language, Idea and Image

Art 121, 241

Art History 311, 315

Communication Studies 311

English 206, 238, 354, 358

Philosophy 335

Society and Culture

Anthropology 220, 240, 371

Economics 273  
ENVN 220  
History 337, 382  
International Studies 130  
Philosophy 220, 301, 304  
Political Science 216, 356  
Religious Studies 242

Experiential requirements:

Participation in a series of bi-weekly evening seminars sponsored by CSE

Completion of one of the following for up to one-half unit:

A research project, internship, or service project related to academic interests and career goals

One-year residence in E-House with ENVN 206: Sustainable Living Seminar

ENVN 201: Ecology and Environmental Field Trip

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

<http://www.albion.edu/academics/programs-of-distinction/center-for-sustainability-and-the-environment/majors-and-concentrations/environmental-studies-major>

**The name of the sustainability-focused, undergraduate degree program (3rd program):**

Environmental Science BA

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

The 10-unit environmental science major provides broad exposure to environmental sciences at the introductory level, focused work in science at the upper level, and a set of cognates designed to show the social and humanistic context in which scientists work.

Core: Five units of science and mathematics, consisting of Biology 195, Chemistry 121, Geology 101, Geology 111 and Mathematics 141.

Science electives: Five units of focused work in science. Courses should have a central theme such as (but not limited to) habitat protection, modeling in environmental science or water resources, be selected in consultation with a science faculty adviser and be approved by the CSE director. Courses must be at the 200-level or higher, no more than three courses can be in one department, and at least one 300-level course must be included. Before beginning the theme of study, the student must secure the CSE director's approval of the proposed five-course sequence. This approval must be granted no later than mid-semester of the second semester of the student's sophomore year. A copy of the approved program and any subsequently approved changes are to be filed with the registrar after being signed by the CSE director.

Cognate courses: 2.5 units, ENVN 201, ENVN 220, and one additional cognate selected from the "Society and Culture" or "Language, Idea and Image" lists in the environmental studies major.

Experiential requirements:

Participation in a series of bi-weekly evening seminars sponsored by CSE.

Completion of a research project, internship or service project related to academic interests and career goals.

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

<http://www.albion.edu/academics/programs-of-distinction/center-for-sustainability-and-the-environment/majors-and-concentrations/environmental-science-major>

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

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

Yes

**The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):**

Environmental Science Concentration

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

Some environmental careers are practiced primarily in one field of science. Students interested in pursuing such careers should consider the option of a science major with an environmental science concentration. It is strongly advised that students talk with science faculty in choosing their option.

Core: A major in biology, chemistry, geology, mathematics, mathematics/physics, or physics and six additional courses as described below:

Four science courses in two sciences outside the student's major including two or three units in one science and one or two in another. Only two courses can be at the introductory level, which means they lack prerequisites. Courses are to be selected from the list below and in consultation with the concentration director and the student's major department. It is possible to substitute other upper-level science courses, depending on the interests of the student.

Biology 195, 215, 216, 225, 227, 237, 332, 240, 365

Chemistry 121,123, 200, 206, 211, 212, 337, 327 (1/2 unit)

Geology 101, 202, 205, 208, 211, 216, 306, 307, 311

Mathematics and Computer Science 109, 141, 143, 171, 173, 210

Physics 115, 116, 167, 168

ENVN 220

One unit selected from the "Society and Culture" or "Language, Idea and Image" lists in the environmental studies major or one additional upper-level science course not in the student's major.

Experiential requirements:

Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.

An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience

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

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

Environmental Studies Concentration

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

The environmental studies concentration is designed for students who have an interest in environmental issues and plan careers in related fields. The choice of courses for this concentration is more open than in the environmental science concentration, due to the varying interests and backgrounds of the students who choose this option. Participating students may pursue a major in any field. Students who complete this concentration might, for example, enter science journalism or work for environmental advocacy groups.

The following are required for the concentration, which may be completed in conjunction with any major:

An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience.

ENVN 102, 220.

Two skills courses selected from the following: Economics 101, English 203, Mathematics 210, Political Science 216.

No more than one lab science course selected from the following (this option not available for science majors): Biology 195, Chemistry 121, Geology 101.

Two courses that deal explicitly with environmental issues, selected in consultation with the director.

One course in the student's major that is given an environmental focus by completion of an environmental paper, project, or activity within the existing structure of the course. Normally these will be at the 200-level or higher. This work will be done in consultation with the director and the course instructor.

Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.

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

<http://www.albion.edu/academics/programs-of-distinction/center-for-sustainability-and-the-environment/majors-and-concentrations/environmental-studies-concentration>

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

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

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

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

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# Graduate Program

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

Institution offers at least one:

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

And/or

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

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

---

### Submission Note:

Albion College is an undergraduate-only institution.

"---" 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?:**

No

**The name of the sustainability-focused, graduate-level degree program (1st program):**

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

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

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**The name of the sustainability-focused, graduate-level degree program (2nd program):**

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

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

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**The name of the sustainability-focused, graduate-level degree program (3rd program):**

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

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

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

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

No

**The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):**

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

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

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

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

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

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

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

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

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

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# Immersive Experience

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## Responsible Party

**Douglas White**

Assoc Director, Center for Sustainability and the Environment  
Biology

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## 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.

---

## Submission Note:

A revision of the Sustainability Studies Major is navigating our campus governance system. The largest change in the revision is for the major to offer four choices for the semester-long immersive experience focused on sustainability. The candidate international study components are in Ireland, Germany, South Africa, and Costa Rica.

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

**Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:**

Yes

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

The major in sustainability studies at Albion College is a joint venture between Albion College and the University of Versailles Saint-Quentin-en-Yvelines (UVSQ), in France. Courses in the curriculum are categorized as theories, tools, and terrains. Theories include the framing concepts and scientific principles of sustainability studies, while tools are the methods of analysis and communication. Terrains are specific fields of sustainability challenges, using the theories and tools that students will have already mastered.

and, on the other hand, the physical environment, natural resource use, pollution, climate change, and biodiversity loss. In this way, the interdisciplinary and international character of the major in sustainability studies complements the disciplinary foundations of traditional degree programs.

After successfully completing the major in sustainability studies, and upon graduation from Albion College, students will receive the B.A. in sustainability studies from Albion College along with a certificate of sustainability studies from UVSQ. They will also be eligible to enter the second year master's program at UVSQ (taught in English) in sustainability studies.

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

<http://www.albion.edu/academics/programs-of-distinction/center-for-sustainability-and-the-environment/majors-and-concentrations/sustainability-studies-major>

# Sustainability Literacy Assessment

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## Responsible Party

**Douglas White**

Assoc Director, Center for Sustainability and the Environment  
Biology

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## Criteria

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

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

This credit includes graduate as well as undergraduate students.

---

### Submission Note:

Environmental Category courses are assessed in one semester out of four on a rolling basis, so the probability that a given student will be assessed in this context is 25%.

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

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

25

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

0

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

[Sustainability Literacy Assessment at Albion College.docx](#)

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

See attached file.

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

Instructors in each Environmental Category course write questions appropriate for their course but focused on a particular learning objective selected by the campus committee responsible for overseeing success of required curricula.

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

A pretest/posttest approach is used in which students answer the same question(s) at the beginning and end of their Environmental Category course.

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

A report on the assessment will be issued to C&RC and any interested faculty at the end of the fall 2015 semester.

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

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# Incentives for Developing Courses

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## Responsible Party

**Douglas White**

Assoc Director, Center for Sustainability and the Environment  
Biology

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## 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.

---

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

**Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:**

No

**A brief description of the program(s), including positive outcomes during the previous three years:**

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**A brief description of the incentives that faculty members who participate in the program(s) receive:**

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

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# Campus as a Living Laboratory

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## Responsible Party

**Douglas White**

Assoc Director, Center for Sustainability and the Environment  
Biology

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## Criteria

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

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

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

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

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### Submission Note:

Albion College uses its infrastructure and operations for multidisciplinary student learning and practical work that advances sustainability on campus in the following ways:

- Students constructed a composting station at the Student Farm and instituted a program to collect and compost coffee grounds from campus offices as part of a course in environmental studies. (Food/Waste)

- Students constructed two bio-swailes to intercept surface runoff from roofs and parking lots on campus in collaboration between classes in art and environmental science. (Water)
- As part of an environmental science class, students researched and compiled information on best local sustainable practices related to food, recreation, nature study, service organizations, waste protocols, transportation, the arts, and efficient energy use to be used in a web-based guide to sustainable living. (Public Engagement)
- Students in classes in anthropology, art history, photography, and philosophy, working jointly as part of a “Creating Sustainable Communities Lab,” researched model sustainability practices in field trips in preparation for convening a campus Sustainability Summit. (Coordination, Planning & Governance)
- The campus grounds and the nature center are ecological destinations for k-12, campus research and classes. (Other)

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

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

	Yes or No
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services/Food</b>	Yes
<b>Energy</b>	Yes
<b>Grounds</b>	Yes
<b>Purchasing</b>	No
<b>Transportation</b>	Yes
<b>Waste</b>	Yes
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	Yes
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No

<b>Investment</b>	No
<b>Public Engagement</b>	Yes
<b>Other</b>	Yes

**A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:**

Students constructed a composting station at the Student Farm and instituted a program to collect and compost coffee grounds from campus offices as part of a course in environmental studies. (Food/Waste)

**A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:**

As part of an environmental science class, students researched and compiled information on best local sustainable practices related to food, recreation, nature study, service organizations, waste protocols, transportation, the arts, and efficient energy use to be used in a web-based guide to sustainable living. (Public Engagement)

**A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:**

The campus grounds and the nature center are ecological destinations for k-12, campus research and classes.

**A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:**

---

**A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:**

As part of an environmental science class, students researched and compiled information on best local sustainable practices related to food, recreation, nature study, service organizations, waste protocols, transportation, the arts, and efficient energy use to be used in a web-based guide to sustainable living. (Public Engagement)

**A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:**

Students constructed a composting station at the Student Farm and instituted a program to collect and compost coffee grounds from campus offices as part of a course in environmental studies. (Food/Waste)

**A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:**

Students constructed two bio-swales to intercept surface runoff from roofs and parking lots on campus in collaboration between classes in art and environmental science. (Water)

**A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:**

Students in classes in anthropology, art history, photography, and philosophy, working jointly as part of a “Creating Sustainable Communities Lab,” researched model sustainability practices in field trips in preparation for convening a campus Sustainability Summit. (Coordination, Planning & Governance)

**A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:**

As part of an environmental science class, students researched and compiled information on best local sustainable practices related to food, recreation, nature study, service organizations, waste protocols, transportation, the arts, and efficient energy use to be used in a

web-based guide to sustainable living. (Public Engagement)

**A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:**

The campus grounds and the nature center are ecological destinations for k-12, campus research and classes. (Other)

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

---

# Research

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

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

### *Part 1*

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

### *Part 2*

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

---

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

### **Number of the institution's faculty and/or staff engaged in sustainability research:**

10

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

50

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

7

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

**A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:**

---

**Names and department affiliations of faculty and staff engaged in sustainability research:**

Wes Dick/History, Doug White/Biology, Bille Wickre/Art History, Andrew French/Chemistry, Tim Lincoln/Geology, Thom Wilch/Geology, Mick McRivette/Geology, Nels Christiansen/English, Alli Harnish/Anthropology, Ola Olapade/Biology

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

Faculty Survey

Web Search

**A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:**

Established Environmental Studies, Environmental Sciences and Sustainability majors in the Center for Sustainability and The Environment.

**The website URL where information about sustainability research is available:**

<http://www.albion.edu/about-albion/sustainability>



# Support for Research

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

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

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

## Submission Note:

Support for student research also includes funds to support student travel to professional meetings to present research results.

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

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

Yes

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

SRP - Student Research Partners

FURSCA - Foundation for Undergraduate Research, Scholarship and Creative Activity

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

<http://www.albion.edu/academics/academic-research/fursca>

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

Campus Sustainability Data Collector | AASHE

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**credit?:**

Yes

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

Large/small grants through Faculty Development Committee.  
Department dollars for research (up to \$600 per faculty per year).  
Sabbatical

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

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

No

**A brief description or the text of the institution's policy regarding interdisciplinary research:**

---

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

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**Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:**

Yes

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

Library budget requests

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

<http://campus.albion.edu/library/>

## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

---

## Criteria

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

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

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

### **Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:**

22

### **Number of divisions covered by a policy assuring open access to research:**

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### **A brief description of the open access policy, including the date adopted and repository(ies) used:**

We currently are developing an open access policy, but it is not yet in place.

### **A copy of the open access policy:**

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### **The open access policy:**

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### **The website URL where the open access repository is available:**

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

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**The website URL where information about open access to the institution's research is available:**

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# Engagement

## Campus Engagement

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

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

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

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## Responsible Party

**Dr. Tim Lincoln**

Director, CSE

Geology

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## Criteria

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

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

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

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

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

---

## Submission Note:

The fair is open to all students, and many classes award extra credit for attendance. Formal attendance is not tallied, but we estimate 200-300 students visit the fair each term.

Each fair lasts three hours. The number of student presenters varies, but typically is 20. The number above is the number of student hours is what we report above (20 students x 3 hours x 2 fairs per year)

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

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

Yes

**Number of degree-seeking students enrolled at the institution:**

1,284

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

Green Day Sustainability fair

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

1,284

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

Each semester students host a sustainability fair for the entire campus community. Students staff a series of tables at which they explain or advocate for some element of sustainability. Examples include conducting individual carbon audits tailored to life on our campus, bottled vs tap water taste tests, offering organic and locally grown food, information on sustainability-related clubs (bee keepers, student farm), posters on current issues (Keystone, mountain top removal) and providing live music.

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

A volunteer member of our Center for Sustainability and the Environment is recruited as a volunteer to coordinate the program. Other members of the center and residents of our E-House volunteer exhibits and activities. Others are provided by members of several classes, where participation is either a mandatory class project or extra credit opportunity.

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

We try to have student coordinators selected from students who have been helpful in past programs, using an apprentice model. Student presenters from classes work with the faculty; E-House members work with the faculty adviser; others receive no formal training.

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

Space is provided in the student center or the nature center interpretive center, depending on where the event is held. Some semesters, the office of the Provost has provided some funding for refreshments, other semesters this has come from the Center for Sustainability and the Environment.

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

---

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

---

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

---

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

---

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

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

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

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

---

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

---

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

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

120

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

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# Student Orientation

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## Responsible Party

**Dr. Tim Lincoln**

Director, CSE

Geology

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## Criteria

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

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

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

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

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

0

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

---

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

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## Responsible Party

**Dr. Tim Lincoln**

Director, CSE

Geology

---

## 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.

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

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

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

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

The College Center for Sustainability and the Environment includes both academic and co-curricular activities. It has a bi-weekly seminar in which includes student and external speakers and co-curricular events are planned. Activities such as our adopt-a-highway cleanup, river cleanups, recyclemania, Green Day fairs and swaling activities spring from these meetings. The seminar carries no academic credit, but is required of all students in the Center.

The Albion Swaling club is a new, but active organization inspired by Artist in Residence Betsy Damon. The club works to minimize runoff from roofs, parking lots and other impermeable surfaces by construction of Bio-swales, and has the long term goal of making the campus runoff-free while increasing the abundance low-maintenance, edible and native plants in the College landscape. It is more accurate to say that this group is inspired than governed, and its present work is centered in but not limited to Art History Professor Bille Wickre's Art in the Environment class.

**The website URL where information about student groups is available:**

<http://www.albion.edu/academics/programs-of-distinction/center-for-sustainability-and-the-environment>

**A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:**

Albion College Student Farm is a student organization governed by an elected group of students and advised by the Director of the College's Nature Center and College Faculty. The farm is located on approximately two acres in the Nature Center, and has a 30' by 50' hoop house, large shed and working well. It sells produce to the College cafeteria and provides gardening programs for children in the community.

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

<http://www.albion.edu/news-and-events/recent-news/news-archive/779-sustainability/1125-student-farm-provides-local-food-leadership-lessons>

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

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

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**A brief description of the sustainable investment or finance initiatives:**

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**The website URL where information about the sustainable investment or finance initiatives is available:**

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**A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:**

In our triennial themed years, the College makes an effort to devote its major lectures (Opening convocation, first -year reading experience, research symposium key note and alumni, and commencement) to the theme of sustainability. Three years ago Alumnus Grand Rapids Mayor and recently appointed member of the Presidents Task Force on Climate Preparedness and Resilience George Hartwell, author and sustainable agriculture advocate Joel Salatin, and Activist Annie Leonard were among the speakers. This year's speakers include Dan Carmody, COO of Detroit's Eastern Market, renown climatologist and climate advocate Richard Alley, College alumnus and Communications Director of Michigan Environmental Council Hugh McDiarmid, Clean Energy Coalition's Sean Reed, and Bon Appetit CEO Fedele Bauccio.

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

---

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

Betsy Damon visiting artist fall 2013, in addition to other activities, oversaw and ambitious installation focused on the Kalamazoo river. This installation occupied the entirety of the College's main gallery.

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

---

**A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:**

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

---

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

Sustainability Theme Year, at present time once every three years:

"For the 2013-2014 academic-year, Albion College focuses its collective attention on sustainability as part of an interdisciplinary education that is designed for those who will be engaged in solving today's and tomorrow's social, environmental and economic challenges.

Each month of the 2013-2014 Sustainability Theme Year will feature events, speakers, films, service opportunities and a monthly discussion where interested students, faculty, staff and community members can reflect on a particular issue.

But sustainability at Albion College is more than a theme; it is an institutional priority. Throughout the year and beyond we'll learn together, reflect together and act together to make decisions in our daily lives, on our campus and in our community that ignite and

sustain a passion for a healthy, diverse and sustainable world."

**The website URL where information about the theme is available:**

<http://www.albion.edu/about-albion/sustainability>

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

The College's E-House is a collaborative project between Residential Life and the Center for Sustainability and the Environment, guided by the philosophy that sustainable living includes both use of appropriate technology and making appropriate lifestyle choices. The program has both curricular and co-curricular elements. In their first semester of residence, all members of the house take a 1/2 unit seminar entitled "Sustainable Living" which involves reading and discussing relevant literature as well as undertaking a variety of projects. The project is student governed to the extent that students are asked to take responsibility for their own governance, and there is no College appointed RA/RC in the house.

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

---

**A brief description of sustainability-focused student employment opportunities:**

The College's nature center employs student workers who assist with programming, staffing the interpretive center and trail maintenance and projects such as rain-garden installation.

Every summer, the Center for Sustainability and the Environment collaborates to support two Farm interns, who are paid to work half time at the Student Farm and half time at the Nature Center.

There also have been occasional paid internships in Facilities Grounds management helping with planning development and sustainability reporting. Also occasionally (but not presently) students in our freshman research partner program have been paid to assist college faculty in projects such as completing our greenhouse gas inventories.

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

---

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

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

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

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

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# Outreach Materials and Publications

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

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

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

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

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

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

	Yes or No
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

<b>A sustainability newsletter</b>	Yes
<b>Social media platforms that focus specifically on campus sustainability</b>	---
<b>A vehicle to publish and disseminate student research on sustainability</b>	---
<b>Building signage that highlights green building features</b>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	---
<b>A sustainability walking map or tour</b>	---
<b>A guide for commuters about how to use alternative methods of transportation</b>	---
<b>Navigation and educational tools for bicyclists and pedestrians</b>	Yes
<b>A guide for green living and incorporating sustainability into the residential experience</b>	---
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	---
<b>Other sustainability publications or outreach materials not covered above</b>	---

**A brief description of the central sustainability website:**

It's about the food we eat.  
The water we drink.  
The shelter we live in.  
The energy we use.  
The footprint we leave.  
And the future we build.

**The website URL for the central sustainability website:**

<http://www.albion.edu/about-albion/sustainability>

**A brief description of the sustainability newsletter:**

The news can be found in a blog form on the college website.

**The website URL for the sustainability newsletter:**

<http://www.albion.edu/about-albion/sustainability/sustainability-news>

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

Facebook pages for the Center for Sustainability and the Environment; the Student Farm; the Whitehouse Nature Center.

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

---

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

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

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

The Science Complex has brochures at the entrances to explain the LEED systems in the building.

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

<http://www.albion.edu/about-albion/sustainability/departmental-initiatives/science-complex>

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

The cafe, run by Bon Appetite has fresh signage at tables and throughout the cafe.

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

<http://www.albion.edu/student-life/dining-services>

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

[Campus Sustainability Data Collector | AASHE](#)

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

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**A brief description of the sustainability walking map or tour:**

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**The website URL of the sustainability walking map or tour:**

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

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

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

Maps are available to suggest areas of interest and bike trails. Signs are posted at the Kellogg Center, Downtown and at Wesley Hall.

**The website URL for navigation and educational tools for bicyclists and pedestrians:**

<http://www.albion.edu/about-albion/sustainability/student-initiatives>

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

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

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

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

---

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

---

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

---

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

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

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

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

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**A brief description of this material (3rd material):**

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**The website URL for this material (3rd material):**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

Yes

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

Yes

**The name of the campaign (1st campaign):**

Sustainability Theme Year 2010

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

Albion College's Year of Sustainability (2010-11) is dedicated to creative and educational expression of the College's strategic plan focus on sustainability and environmental issues. The sustainability theme encompasses a variety of campus activities including career fairs, named lectures, class projects, club activities and dining hall meals. By regularly providing information and action opportunities, the Year of Sustainability aims to make a positive difference in the lives students, the campus, the Albion community, and the earth.

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

A Student Farm was established.

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

<http://www.albion.edu/news-and-events/recent-news/news-archive/479-2010-11-news/4336-all-college-picnic-goes-waste-free-for-year-of-sustainability>

**The name of the campaign (2nd campaign):**

Sustainability Theme Year 2013

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

For the 2013-14 academic-year, Albion College focuses its collective attention on sustainability as part of an interdisciplinary education that is designed for those who will be engaged in solving today's and tomorrow's social, environmental and economic challenges.

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

The Sustainability Council was established.

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

<http://www.albion.edu/about-albion/sustainability/sustainability-news/11166-sustainability-theme-year-2013-2014>

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

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# Employee Educators Program

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

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

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

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

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

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

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

No

**Total number of employees:**

447

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

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

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

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

---

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

---

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

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

---

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

---

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

---

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

---

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

---

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

---

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

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**Number of employees served by all other programs:**

---

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

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

---

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

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

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# Employee Orientation

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## 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).

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

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

0

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

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

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# Staff Professional Development

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

No

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

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

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

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# Public Engagement

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

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

# Community Partnerships

**Responsible Party**

**Mark Frever**  
 Director of Grounds  
 Facilities

**Criteria**

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul>

**C.Transformative**

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



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

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

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

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

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:**

Yes

**A brief description of the institution’s supportive sustainability partnership(s) with the local community:**

Raised garden boxes have been built and placed around the city by students, staff and faculty. Theme year events focused on Sustainability, Wellness and Global Diversity are public events.

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:**

Yes

**A brief description of the institution's collaborative sustainability partnership(s):**

Greening of a environmental Greenspace. Land bank

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

No

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

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

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**The website URL where information about sustainability partnerships is available:**

<http://www.albion.edu/about-albion/sustainability>

# Inter-Campus Collaboration

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

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

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

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

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

Yes

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

Annual Sustainability Summits with the Great Lakes Colleges Association members. The mission of the Great Lakes Colleges Association is to take actions that will help strengthen and preserve our colleges; and by being a leading force on behalf of education in the tradition of the liberal arts and sciences. Rich in tradition, GLCA will continue to enhance our colleges by leading as new areas of opportunity and challenge emerge.

## **The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:**

Allegheny College, Antioch College, Denison College, Depauw College, Earlham College, Hope College, Kalamazoo College, Kenyon College, Oberlin College, Ohio Wesleyan College, Wabash College, and the College of Wooster

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

Many opportunities to collaborate with campus tours of neighboring institutions.

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

<http://glca.org/>

# Continuing Education

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## Responsible Party

**David Green**  
Director  
Whitehouse Nature Center

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## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

### *Part 2*

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

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

---

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

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

Yes

## **Number of continuing education courses offered that address sustainability:**

3

## **Total number of continuing education courses offered:**

3

## **A copy of the list and brief descriptions of the continuing education courses that address sustainability:**

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## **A list and brief descriptions of the continuing education courses that address sustainability:**

### Albion Bee School

This school started in 2000 and is a one day event held in February/March and introduces faculty, staff, students and the surrounding communities to honeybee keeping. Beginner and Intermediate classes are offered.

### AALL

The Albion Area Lifelong Learners (AALL) was established by a group of retired persons after a suggestion by the Action Team of the Albion Alliance 2000. Sponsorship and a grant by Albion College enabled classes to begin during the spring of 2000. The membership has now grown to over 160 and includes members from a wide area around Albion. The mission of AALL is to provide opportunities for lifelong learning through discussion, intellectual and social interaction, and access to cultural events. Classes provide an opportunity to be part of a learning process that includes stimulating discussion, humor, disagreement, insight and challenges to preconceived ideas. The classes are simply for the enjoyment of learning.

About 18 classes are offered each year in the Winter, Spring and Fall seasons.

### Grandparents College

A summer camp program for children ages 8-12 and any adults who want to learn with them. Participants select from a variety of classes to attend over a three day period.

You'll choose four kid-friendly "courses" spanning science, music, business, and more, like "What's all the buzz about - honeybees," "Down on the Farm," "Lemonade Stand," "Michigan's Reptiles and Amphibians," and "Albion and Beyond!"

### **Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:**

Yes

### **A brief description of the certificate program:**

Project Wild is a nationally-known environmental and conservation program for K-12 educators and their students. Through its nature-based curriculum and training workshops, educators address the need for human beings to develop as responsible citizens of our planet.

Director of the Whitehouse Nature Center offers this workshop once a year to educators in the college's Education Department as well as others from the community who work with youth. Participants receive a certificate of completion recognized by the Project Wild's State and National Offices.

### **Year the certificate program was created:**

1,983

### **The website URL where information about sustainability in continuing education courses is available :**

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# Community Service

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## Responsible Party

**David Green**  
Director  
Whitehouse Nature Center

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

---

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

## **Number of students engaged in community service:**

580

## **Total number of students :**

1,350

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

Yes

## **Total number of student community service hours contributed during a one-year period:**

1,184

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

No

## **A brief description of the practice of including community service on transcripts, if applicable:**

The college has a Student Volunteer Bureau with over 200 members. The fraternity and sororities, clubs and individuals take part in numerous volunteer initiatives in the community each year. Examples....Kalamazoo River Clean-ups; packaging over 6,000 meals for [Campus Sustainability Data Collector](#) | [AASHE](#)

Albion residents for Thanksgiving; hat, scarf and glove drives.

**Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:**

No

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

Faculty and staff of the college participate in community volunteer activities such as, adopting families for Christmas, helping with food drives and packaging for Thanksgiving meals; raised bed and gardening programs in Albion for youth and adults.

<http://www.albion.edu/student-life/chaplain/service-log>

<http://campus.albion.edu/svb/>

<http://gobrits.com/information/SAAC/SAAC>

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

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# Community Stakeholder Engagement

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

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

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

---

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

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

No

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

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

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**List of identified community stakeholders:**

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

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

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# Participation in Public Policy

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

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

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

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

**Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:**

No

**A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:**

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**A brief description of other political positions the institution has taken during the previous three years:**

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

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**The website URL where information about the institution's advocacy efforts is available:**

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# Trademark Licensing

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

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

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

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

No

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

No

**Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :**

No

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

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# Hospital Network

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

### **Is the institution a member of the Global Green and Healthy Hospitals Network?:**

No

### **Is the institution a member of the Healthier Hospitals Initiative?:**

No

### **Is the institution a member of Practice Greenhealth?:**

No

### **A brief description of the hospital's sustainability initiatives:**

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### **The website URL where information about the hospital's sustainability initiatives is available:**

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# Operations

## Air & Climate

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

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Dr. Tim Lincoln**

Director, CSE

Geology

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## Criteria

### *Part 1*

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

### *Part 2*

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

### *Part 3*

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e per gross square metre) of floor area.

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

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

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

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

---

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

**Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:**

Yes

**Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:**

	Yes or No
<b>Business travel</b>	Yes
<b>Commuting</b>	Yes
<b>Purchased goods and services</b>	No
<b>Capital goods</b>	No
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	No
<b>Waste generated in operations</b>	Yes

**Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:**

Yes

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

The last inventory completed was for the year 2009-2010 (another is currently in progress). The inventory was completed by students, working under the supervision of Dr Tim lincoln, and assisted by many staff personnel at the College. The Clean Air-Cool Planet calculator is the tool used.

Baseline is 2002, the first year for which we have complete reliable records

**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:**

Data are compared to previous years' data to see that there are no gross errors

**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	6,602 <i>Metric Tons of CO2 Equivalent</i>	6,710 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	242 <i>Metric Tons of CO2 Equivalent</i>	198 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	9,926.60 <i>Metric Tons of CO2 Equivalent</i>	12,286 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**A brief description of the institution-catalyzed carbon offsets program:**

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**A brief description of the carbon sequestration program and reporting protocol used:**

We do have significant acres of managed forest in our nature center, but have not yet investigated how to measure the potential for claiming this credit.

**A brief description of the composting and carbon storage program:**



Again, our dining service has in the last term instituted a composting program, but we have yet to calculate the carbon impact

**A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:**

none

**Figures needed to determine “Weighted Campus Users”::**

	Performance Year	Baseline Year
Number of residential students	1,709	1,714
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,709	1,714
Full-time equivalent of employees	711	691
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2009	June 30, 2010
Baseline Year	July 1, 2002	June 30, 2003

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

This year was the first for which we had records for all major elements of the report.

**Gross floor area of building space, performance year:**

1,536,553 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	Floor Area
Laboratory space	0 Square Feet
Healthcare space	0 Square Feet
Other energy intensive space	0 Square Feet

**Scope 3 GHG emissions, performance year::**

	Emissions
Business travel	1,294.60 Metric Tons of CO2 Equivalent
Commuting	1,693 Metric Tons of CO2 Equivalent
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	436 Metric Tons of CO2 Equivalent
Other categories (please specify below)	0 Metric Tons of CO2 Equivalent

**A brief description of the sources included in Scope 3 GHG emissions from "other categories":**

None included

**A copy of the most recent GHG emissions inventory:**

[2010 inventory from AUCPP.xlsm](#)

**The website URL where the GHG emissions inventory is posted:**

<http://www.presidentsclimatecommitment.org/reporting>

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

Major renovation and efficiency upgrades of dining service area (2012).

Ongoing replacement of lighting, including motion sensor controls across campus.

# Outdoor Air Quality

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

### *Part 1*

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

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

### *Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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"---" 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?:**

No

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

---

**Has the institution completed an inventory of significant air emissions from stationary sources on campus?:**

No

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

---

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	---
<b>Sulfur oxides (SOx)</b>	---
<b>Carbon monoxide (CO)</b>	---
<b>Particulate matter (PM)</b>	---
<b>Ozone (O3)</b>	---
<b>Lead (Pb)</b>	---
<b>Hazardous air pollutants (HAPs)</b>	---
<b>Ozone-depleting compounds (ODCs)</b>	---
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	---

**A brief description of the institution’s initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:**

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**The website URL where information about the institution’s outdoor air quality policies, guidelines or inventory is available:**

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# Buildings

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

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

In 2007, the Albion College science complex was awarded silver certification under the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) rating system. The science complex includes Palenske Hall, Putnam Hall, and Norris Center, all constructed in 1969 and totally renovated in 2005 and 2006, and Kresge Hall, constructed in 2005. In 2007, the science complex was only the third science facility in the state to have earned LEED certification.

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

1,480,439 *Square Feet*

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

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	---
<b>3rd Highest Level (e.g. LEED Silver)</b>	125,600 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	---
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	---

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---



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

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

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

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**The date the guidelines or policies were formally adopted:**

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

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

NO official policy in place. However, active steps are being taken through utility incentives to establish, as part of a campus energy management plan, a holistic top down policy approach.

**The website URL where information about the institution's certified buildings and/or sustainable operations and**

**maintenance guidelines or policies is available:**

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# Building Design and Construction

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

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

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

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

**Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:**

	Yes or No
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No

<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

In 2007, the Albion College science complex was awarded silver certification under the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) rating system. The science complex includes Palenske Hall, Putnam Hall, and Norris Center, all constructed in 1969 and totally renovated in 2005 and 2006, and Kresge Hall, constructed in 2005. In 2007, the science complex was only the third science facility in the state to have earned LEED certification.

**Total floor area of eligible building space (design and construction):**

156,200 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	---
<b>3rd Highest Level (e.g. LEED Silver)</b>	156,200 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	---
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	---

**Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

**Floor area of building space certified Living under the Living Building Challenge:**

*0 Square Feet*

**Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:**

*0 Square Feet*

**Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:**

*0 Square Feet*

**A copy of the guidelines or policies :**

---

**The date the guidelines or policies were adopted:**

---

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

---

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

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**The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:**

<http://www.albion.edu/about-albion/sustainability/departmental-initiatives/science-complex>

# Indoor Air Quality

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## Responsible Party

**Bill McCoy**

Director of Maintenance and Energy  
Facilities

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## Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

---

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

## **Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:**

*76,000 Square Feet*

## **Gross floor area of building space:**

*80,000 Square Feet*

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

Aircuity constant monitoring of lab space. Occupants submit feedback via work order system.

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

<http://www.aircuity.com/>

# Dining Services

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

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

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

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining



# Food and Beverage Purchasing

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## Responsible Party

**David Lauffer**

Head person at Bon Apetit  
Baldwin

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## Criteria

### *Part 1*

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

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

### *Part 2*

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

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## Submission Note:

Albion College has contracted with Bon Appetit Management Company to provide food services on campus. Bon Appetit has many company sustainability programs that they implement at each location where they operate. Bon Appetit's food standards exceed those required under the Green Seal Standard for Restaurants and Food Services (GS-46), and those required under Signatory of the Real Food Campus Commitment (U.S.).

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

**Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:**

23

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

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

1. We purchased roughly \$80,000 worth of locally raised Beef and Pork Products sourced from:

Imhoff Quality Meats

Butler, IN

2. We purchased roughly \$10,000 worth of locally raised beef from:

Hiday Family Farms

Burlington, MI

3. We purchased roughly \$65,000 of locally raised milk and dairy products from:

Grass Lake Area Dairy Farms

Grass Lake, MI

4. We purchased roughly \$20,000 of Tofu, Tempeh, Seitan, and other Michigan soy-based foods from:

Rosewood Products

Ann Arbor, MI

5. We purchased roughly \$8,000 of locally roasted coffee from:

Zingerman's Coffee

Ann Arbor, MI

6. We purchased roughly \$17,000 of local produce from:

Williams Produce Farm

Hudson, MI

7. We purchased roughly \$100,000 of cage free eggs

8. We purchased roughly \$75,000 of local, seafood that was not air-freighted

9. We purchased roughly \$300,000 of poultry raised without the routine, non-therapeutic use of antibiotics in feed and water

**Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:**

No

**Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:**

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**A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

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**An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

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

A minimum 20% of all all purchases come from only a dozen or so farms within 150 miles of the college, all of them are privately owned.

Additionally we have made the following current and ongoing commitments:

- Supporting local agriculture (with a defined purchasing target)
- Serving only seafood that meets Seafood Watch sustainability guidelines
- Reducing antibiotic use in farm animals
- Serving only rBGH-free milk
- Switching to cage-free eggs
- Tackling food's role in climate change
- Addressing farmworkers' rights
- Serving only humanely raised ground beef
- Phasing out all pork raised with gestation crates

We are also leading the way in animal welfare:

- All our ground beef is humanely raised
- No foie gras or crate-raised veal
- Shell eggs are certified cage-free
- Turkey and chicken are raised without routine antibiotics in water or feed.
- Milk and yogurt come from cows not treated with rBGH
- Vegetarian/vegan options offered every meal day (always).

New this year:

All pork must be produced without gestation crates.

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

Purchasing technology is used to verify that the Chefs and Kitchen Managers are unable to ever purchase certain non-sustainable products- no exceptions. There are strict restrictions on items such as eggs, poultry, seafood, ground beef. All eggs must be cage free, all

chicken must be raised without the use of antibiotics, seafood cannot be air-freighted, ground beef must come from sources that are \*certified humane, and pork items must be produced without gestation crates. To learn more visit

<http://albion.cafebonappetit.com/curious/>

. New exceptions to these standards are permitted on the Albion Campus.

We have invested in mainstream restaurant inventory software to itemize and highlight all sustainable purchases. Food service employees engage in verifiable activity as they receive products, code invoices, and record corresponding inventory of items.

**Total annual food and beverage expenditures:**

1,000,000 US/Canadian \$

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

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

**Has the institution achieved the following?:**

	<b>Yes or No</b>
<b>Fair Trade Campus, College or University status</b>	No
<b>Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)</b>	No
<b>Marine Stewardship Council (MSC) certification</b>	No

Signatory of the Real Food Campus Commitment (U.S.)

No

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

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

<http://albion.cafebonappetit.com/>

# Low Impact Dining

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## Responsible Party

**David Lauffer**

Head person at Bon Appetit  
Baldwin

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## Criteria

### Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

### Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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### Submission Note:

Most animal products are procured sustainably. The only exception is roughly \$90,000 spent on conventional cheese and deli-meat items.

All other animal products are procured sustainably.

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

**Percentage of total dining services food purchases comprised of conventionally produced animal products:**

**A brief description of the methodology used to track/inventory expenditures on animal products:**

Purchasing technology is used to verify that the Chefs and Kitchen Managers are rarely able to purchase animal products that are unsustainable. There are strict restrictions on items such as eggs, poultry, seafood, pork, and ground beef. All eggs must be cage free, all chicken must be raised without the use of antibiotics, seafood cannot be air-freighted, ground beef must come from sources that are \*certified humane, and pork items must be produced without gestation crates.

We have invested in cutting-edge restaurant inventory software to itemize and highlight all sustainable purchases. Food service employees engage in verifiable activity as they receive products, code invoices, and record corresponding inventory of items. Reports are produced and reviewed regularly by student government and college administration officials.

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

Yes

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

Yes

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

Yes

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

This institution offers diverse, complete-protein vegan dining options during every meal. The vegan dining has at least one station where Albion College dedicates and supports anyone who is vegan. In addition this, Albion College offers at Baldwin vegan options throughout the cafeteria. They have things such as vegan butter and vegan dessert as well. To top it all off, everything is locally grown and not frozen, considering that we only have one freezer at Baldwin. It helps local business owner raise money for their crops, like soy beans. -All soy beans used for tofu, tempeh and seitan are locally grown. They also harvest vegetables and make sure that we have and are offered vegan spreads, such as vegan deli meat and vegan butter. We also always have a vegan soup every day. The benefit from having these vegan options every day is healthier living and a better mind set of good food selection. But the biggest thing that they want us to have is fresh food. We serve 10,000 meals weekly, but only have one freezer, which is amazing to think about. Baldwin cafeteria and Albion College work with how the environment cooperates seasonally. They are being smart with their money and their fresh product they are offering to us as students.

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

We have led our industry in our early and detailed commitments to sourcing more humanely raised meat, poultry, and eggs:

- All our ground beef is humanely raised
- No foie gras or crate-raised veal
- Shell eggs are certified cage-free
- Turkey and chicken are raised without routine antibiotics in water or feed
- Milk and yogurt come from cows not treated with rBGH

-Vegetarian/vegan options offered every meal day (always).

New this year:

-All our precracked eggs will also be certified cage-free.

-All pork must be produced without gestation crates.

**The website URL where information about where information about the vegan dining program is available:**

<http://albion.cafebonappetit.com/curious/sustainability/animal-welfare>

**Annual dining services expenditures on food:**

1,000,000 *US/Canadian \$*

**Annual dining services expenditures on conventionally produced animal products:**

90,300 *US/Canadian \$*

**Annual dining services expenditures on sustainably produced animal products:**

500,100 *US/Canadian \$*



# Energy

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

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

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Bill McCoy**

Director of Maintenance and Energy  
Facilities

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## Criteria

### Part 1

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

### Part 2

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

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

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	56,909.40 <i>MMBtu</i>	85,395.55 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	43,920.40 <i>MMBtu</i>	51,128.55 <i>MMBtu</i>
<b>District steam/hot water</b>	12,989 <i>MMBtu</i>	34,267 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
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<b>Gross floor area</b>	1,042,708 <i>Gross Square Feet</i>	1,017,910 <i>Gross Square Feet</i>
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**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	160,841 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	7,196
<b>Cooling degree days</b>	764

**Source-site ratios::**

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

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	Jan. 1, 2013	Dec. 31, 2013
<b>Baseline Year</b>	Jan. 1, 2007	Dec. 1, 2007

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

2007 was adopted as baseline when the new science lab was in full operation for its first full academic year.

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

- Maintain 74 degrees cooling set point at or below 55% rw. 1. Academic and administrative buildings.
- Maintain 70 degrees heating 1. academic and admin buildings.

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

Approximately 1/10 of owned exterior lighting has been replaced with or converted to LED.

Interior QH lighting being phased out and converted to LED.

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

The vast majority of science center rooms are equipped with motion sensor-controlled lighting, as are some residential rooms, and rooms in other buildings.

Science center also employs temperature setback based on occupancy.

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

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

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

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

Retro-commissioning is ongoing in several buildings. Ferguson Building and Science complex labs have been completed.

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

Real time monitoring of kwd and kwh with alarm points.

Real time monitoring of pounds/hour steam and boiler horsepower with alarms.

Demand limiting programming being developed.

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

**high efficiency alternatives:**

Baldwin kitchen renovated with all energy star appliances.

IT moving towards blade servers and soft clients.

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

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

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**A brief description of other energy conservation and efficiency initiatives employed by the institution:**

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**The website URL where information about the institution's energy conservation and efficiency initiatives is available:**

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**Responsible Party**

**Bill McCoy**

Director of Maintenance and Energy  
Facilities

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**Criteria**

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

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	0 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 MMBtu
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 MMBtu

**Total energy consumption, performance year:**

56,709.40 MMBtu

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

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

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

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

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

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# Grounds

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

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

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

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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

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

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

	<b>Area</b>
<b>Total campus area</b>	<i>645 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>32 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>65 Acres</i>

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>348 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>60 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>140 Acres</i>

**A copy of the IPM plan:**

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**The IPM plan :**

Intergrated Pest Management (IPM) is a decision-process that uses all available pest management strategies to prevent economically damaging pest outbreaks while reducing risks to human health and the enviroment. IPM is a continuum along which there are many levels of adoption. It can range from simple monitoring to properly time pesticide use all the way to "biointensive" IPM in which there is a total elimination of synthetic pesticides as in organic farming.

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

Functional, Maintainable, Environmentally Sound, Cost Effective, Visually Pleasing

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

Albion College does implement the use of native plant species in the landscaping of the campus. The Grounds Department concentrates on plant selection, planning, and maintenance of gardens and landscapes that primarily will optimize the use of native plants.

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

Passively composted manure/bedding is used in landscape beds and tree circles. Dead trees and limbs are chipped and reused as mulch in landscape beds and tree circles on campus.

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

Leaves are mulched in place provide the soils with an organic source of nutrients. Landscaper's BioNutrients made by Growth Products are applied and will: Condition soil structure, Stimulate root growth, Introduce valuable soil microbes, Colonize soils with mycorrhizal fungi, Improve a soil's water retention, Add essential carbon to soil, and Provide slow release nitrogen.

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

Fertilizers, made by Growth Products, are accurately applied, as a liquid, that has very low salt and chlorine percentages. Mulch, around trees and landscape is a combination of pine needle straw and compost from our Equestrian Center.

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

In the process of adopting Low-Impact Development stormwater solutions to new projects and renovate old systems, as needed. The guide published by the Southeast Michigan Council of Governments (SEMCOG), "Low-Impact Development Manual for Michigan: A Design Guide for Implementors and Reviewers." 2008, is our cornerstone.

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

The goal is to minimize the use of salt and find areas not to use salt. Our pre-treated salt effectiveness allows us to use 30 to 50 percent less product when compared to untreated salt. To minimize salt, grounds keeping pre-treats surfaces with sodium chloride brine.

**A brief description of any certified and/or protected areas:**

It's also the only one with a river running through it. And five miles of trails and more than 400 plant species. You'll explore acres of hickory and floodplain forests as you search for one of 170 species of birds. Maybe you're interested in experimental plantings or agricultural research—you can dig right into the acres of farmland that are reserved for student projects just like yours. Or immerse yourself in prairie studies—literally. We manage three acres of tall-grass.

The Whitehouse Nature Center is 140 acres' worth of outdoor education, and it comes complete with a visitors' center that houses a classroom, wildlife observation room, and live exhibits of local reptiles and amphibians. We're owned and operated by Albion College, but our facilities and services are open to public schools and the community for environmental education.

The Nature Center is named in honor of Dr. William W. Whitehouse, tenth president of Albion College.

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:**

No

**The website URL where information about the institution's sustainable landscape management programs and practices is available:**

<http://www.albion.edu/about-albion/sustainability>

## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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*"---" 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?:**

Yes

**A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:**

The Whitehouse Nature Center meets this description.

**Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:**

Yes

**Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

Yes

**The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:**

Methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas are ongoing.

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

A bluebird study and habitat is maintained annually.

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

The Whitehouse Nature Center is 140 acres' worth of outdoor education, and it comes complete with a visitors' center that houses a classroom, wildlife observation room, and live exhibits of local reptiles and amphibians. We're owned and operated by Albion College, but our facilities and services are open to public schools and the community for environmental education.

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

<http://www.albion.edu/about-albion/whitehouse-nature-center>



# Purchasing

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

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

# Electronics Purchasing

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

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

No

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

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**The electronics purchasing policy, directive, or guidelines :**

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

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

No

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

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	---
<b>EPEAT Silver</b>	---
<b>EPEAT Gold</b>	---

**Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:**

---

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

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# Cleaning Products Purchasing

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

### Part 1

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

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

### Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

[ABM Green Care at Albion College.pdf](#)

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

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

Contracts entered into on behalf of Albion College must be reviewed and approved by designated College personnel to ensure compliance with established College policy regarding contract language and stipulations. Contracts may only be executed by College designated signatories.

The Performance of Work, Ordering of Goods, or Contracting of Services encompassed by a contract between Albion College and a third-party vendor should under no circumstances commence prior to the review and approval of a formal contract.

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

Yes

**Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:**

6,994 *US/Canadian \$*

**Total expenditures on cleaning and janitorial products:**

15,113 *US/Canadian \$*

**Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:**

Yes

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

---

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

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

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

[Campus Sustainability Data Collector | AASHE](#)

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# Office Paper Purchasing

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

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

No

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

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**The paper purchasing policy, directive or guidelines:**

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

Purchasing procedures available online. Audit, monitoring from A/P, and purchase regulations.

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

No

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

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	---
<b>30-49 percent</b>	---
<b>50-69 percent</b>	---
<b>70-89 percent (or FSC Mix label)</b>	---
<b>90-100 percent (or FSC Recycled label)</b>	---

**Total expenditures on office paper :**

17,808.34 *US/Canadian \$*

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

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# Inclusive and Local Purchasing

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

---

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

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

No

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

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

---

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

No

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

---

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

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# Life Cycle Cost Analysis

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## Responsible Party

**Bill McCoy**

Director of Maintenance and Energy  
Facilities

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## Criteria

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

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

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

No

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

No

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

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

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# Guidelines for Business Partners

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

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

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

And/or

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

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

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

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

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

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

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

None

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

None

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

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

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

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

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# Transportation

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

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

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

---

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

**Total number of vehicles in the institution’s fleet :**

54

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

	Number of Vehicles

<b>Gasoline-electric, non-plug-in hybrid</b>	52
<b>Diesel-electric, non-plug-in hybrid</b>	2
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	0
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

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

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

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# Student Commute Modal Split

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

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

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

---

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

## Total percentage of students that use more sustainable commuting options:

0

## 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)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

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

---

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

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# Employee Commute Modal Split

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## 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:

0

## 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)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

---

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

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# Support for Sustainable Transportation

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

### *Part 1*

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

Option A: Institution:

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

And/or

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

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

### *Part 2*

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

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

- Other strategies

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"---" 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:**

Bikes are locked outside the Kellogg Center, the campus' central hub, and anyone wishing to rent a bike can do so with their ID at the front desk.

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

Yes

**A brief description of the bicycle parking and storage facilities:**

Bicycle parking and storage facilities are prefabricated outdoor racks.

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

Yes

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

Bicycle friendly maps are located around campus to show routes to campus and community features.

**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:**

Nine bikes are available for students and faculty, free of charge, and are checked out at the Kellogg Center front desk using an Albion1Card. The goal of the bike project is to decrease student driving on and around campus. The bikes can be checked out for 24 hours at a time, and can be used for running errands around town or simply for a relaxing afternoon bike ride. Maps are available to suggest areas of interest and bike trails.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

---

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

Yes

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

Movie and shopping shuttles are provided every weekend on Saturdays at 9pm and at 10 am on Sundays.

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

No

**A brief description of the GRT program:**

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**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?:**

No

**A brief description of the car sharing program:**

Albion College does not offer car sharing program, but vans are provided, by request, to authorized drivers who are willing to transport groups and organizations for events.

**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:**

Charges the Chevy Volt and other compatible electric vehicles

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

No

**A brief description of the telecommuting program:**

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

No

**A brief description of the condensed work week program:**

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

No

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

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**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

No

**A brief description of other sustainable transportation initiatives and programs:**

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**The website URL where information about the institution's sustainable transportation program(s) is available:**

<http://www.albion.edu/about-albion/sustainability/student-initiatives>



# Waste

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

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

### Part 1

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

### Part 2

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

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

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

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

## Waste generated::

	Performance Year	Baseline Year
<b>Materials recycled</b>	42 Tons	42 Tons
<b>Materials composted</b>	0 Tons	0 Tons
<b>Materials reused, donated or re-sold</b>	8 Tons	8 Tons
<b>Materials disposed in a solid waste landfill or incinerator</b>	140 Tons	140 Tons

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of residential students	1,350	1,350
Number of residential employees	4	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,350	1,350
Full-time equivalent of employees	220	220
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2013	Dec. 31, 2013

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

---

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

---

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

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

Surplus is collected by the purchasing agent in the Washington Gardner School. A sale was held this past November 2013 and the remainder was donated to Habitat for Humanity.

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

---

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

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

E-Waste collection site is establish for move-out by Comprenew. Staff are located near dumpsters to intercept cardboard for recycling during move-in/move-out.

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

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**A brief description of any food waste audits employed by the institution:**

---

**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

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**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

, Albion College offers a trayless dining program. In previous years, they used to have trays with the dining but after reconstructing the cafeteria they made sure that there would be no need for trays. Albion College basically designed the cafeteria at Baldwin for trayless dining. They did construction the time that they did because the freshmen class would not know the difference and wouldn't care for trays. Unfortunately, the upperclassmen miss trayless dining because it is something they remember with the old cafeteria. With the new design at Baldwin and not using trays, we are saving energy because we are not using tons of water to clean trays. People will eat 10,000 meals a week. We want to be able to save up money and not use as much water which means if we do not use trays then that means less water we are using up with the amount of bowls, plates, spoons, etc. that people are using in the cafeteria.

**A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):**

yes. in retail areas.

only dine in experience  
eat shop has take out

**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

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**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

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**A brief description of other dining services waste minimization programs and initiatives:**

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**The website URL where information about the institution’s waste minimization initiatives is available:**

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# Waste Diversion

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

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

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

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

## Materials diverted from the solid waste landfill or incinerator:

42 Tons

## Materials disposed in a solid waste landfill or incinerator :

140 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

We use a central compactor to pay for solid waste by weight, not volume.

## A brief description of any food donation programs employed by the institution:

At the end of each academic semester leftover food is donated to Starr Commonwealth; an organization that helps foster troubled children. Food is only donated at the the of semesters because leftovers are used for the making of the next meal.

## A brief description of any pre-consumer food waste composting program employed by the institution:

Collection of waste from the fresh food preparation takes place in Baldwin Hall kitchen. All staff are trained and practice pre-consumer food waste composting. The process is still in progress of developing due to transportation, staffing and storage.

## A brief description of any post-consumer food waste composting program employed by the institution:

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**Does the institution include the following materials in its waste diversion efforts?:**

	<b>Yes or No</b>
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes
<b>Food for animals</b>	No
<b>Food composting</b>	---
<b>Cooking oil</b>	No
<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	No
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes

Tires	Yes
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**Other materials that the institution includes in its waste diversion efforts:**

E-Waste, Shop towels



# Construction and Demolition Waste Diversion

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## 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.

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

*4 Tons*

## Construction and demolition materials landfilled or incinerated :

*15 Tons*

## 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:

Partnership with Habitat for Humanity - Restore., surplus storage and annual sale.

# Hazardous Waste Management

---

## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

### *Part 1*

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

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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## Submission Note:

Information obtained from David Carey, chemical and laboratory compliance officer.

"---" 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:**

Alternatives used when possible, chemical reactions in teaching labs often done on a small scale, reducing reagents needed and waste produced.

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

Albion College is compliant with all local, state, and federal regulations applicable to an institution of its type. Waste is collected, and picked up for transport to an approved treatment facility every 180 days.

**A brief description of any significant hazardous material release incidents during the previous three years, including**

**volume, impact and response/remediation:**

No significant hazardous material releases during the last three years.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

No campus wide inventory exists, but individual departments and buildings (e.g. the science complex) do have inventories of reagents in stock.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

Electronic waste program includes trailer drop-off and year around collection to take the waste Comprenew.

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

See Comprenew standards.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<http://www.comprenew.com/>

# Water

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

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

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

## Level of water risk for the institution's main campus:

High

## Total water use::

	Performance Year	Baseline Year
Total water use	1,730,000 Gallons	2,320,000 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	1,730,000 Gallons	2,320,000 Gallons

## Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

<b>Number of residential students</b>	1,350	1,350
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	1,350	1,350
<b>Full-time equivalent of employees</b>	220	220
<b>Full-time equivalent of distance education students</b>	0	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	1,480,439 <i>Square Feet</i>	1,480,439 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	110 <i>Acres</i>	110 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	Jan. 1, 2013	Dec. 31, 2013
<b>Baseline Year</b>	Jan. 1, 2008	Dec. 31, 2008

**A brief description of when and why the water use baseline was adopted:**

A meter was installed on the water pump.

**Water recycled/reused on campus, performance year:**

0 *Gallons*

**Recycled/reused water withdrawn from off-campus sources, performance year:**

0 Gallons

**A brief description of any water recovery and reuse systems employed by the institution:**

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

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**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

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**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

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**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

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**A brief description of any weather-informed irrigation technologies employed by the institution:**

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**A brief description of other water conservation and efficiency strategies employed by the institution:**

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**The website URL where information about the institution's water conservation and efficiency initiatives is available:**

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# Rainwater Management

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

**Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

No

**A brief description of the institution's Low Impact Development (LID) practices:**

---

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**



No

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

---

**A brief description of any rainwater harvesting employed by the institution:**

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**Rainwater harvested directly and stored/used by the institution, performance year:**

0 Gallons

**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

---

**A brief description of any living or vegetated roofs on campus:**

We have two partial vegetated roof on campus. They are located at the Grounds Building and the Physical Plant Building.

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

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**A brief description of any downspout disconnection employed by the institution:**

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**A brief description of any rain gardens on campus:**

The Science Complex has a rain garden.

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

The Science Complex has a stormwater detention system.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

We have an engineered bioretention swale for the outdoor tennis courts. Students installed a bioswale for two downspouts at the greenhouse.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

---

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

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# Wastewater Management

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

---

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

## Total wastewater discharged:

0 Gallons

## Wastewater naturally handled:

0 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

The institution does not have a natural waste water system.

## The website URL where information about the institution's wastewater management practices is available:

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# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

### **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

### **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

Theme years, monthly events, guest speakers and STARS input.

### **Does the institution have at least one sustainability committee?:**

Yes

### **The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:**

The Albion College Sustainability Council will provide leadership in the wise use of natural resources and stewardship of ecological systems by identifying, enacting, disseminating, and rewarding environmentally sustainable practices.

### **Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Mark Frever- Counsel Chair; Andrew French, Thom Wilch, Tim Lincoln, Doug White, Wes Dick, Bill McCoy, David Green- Committee

**The website URL where information about the sustainability committee(s) is available:**

<http://www.albion.edu/about-albion/sustainability/green-groups/sustainability-council>

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

No

**A brief description of each sustainability office:**

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**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

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**The website URL where information about the sustainability office(s) is available:**

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**Does the institution have at least one sustainability officer?:**

No

**Name and title of each sustainability officer:**

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**A brief description of each sustainability officer position:**

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**The website URL where information about the sustainability officer(s) is available:**

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

---

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	---	---
<b>Research (or other scholarship)</b>	---	---
<b>Campus Engagement</b>	---	---
<b>Public Engagement</b>	---	---
<b>Air and Climate</b>	---	---
<b>Buildings</b>	---	---
<b>Dining Services/Food</b>	---	---
<b>Energy</b>	---	---
<b>Grounds</b>	---	---
<b>Purchasing</b>	---	---
<b>Transportation</b>	---	---
<b>Waste</b>	---	---
<b>Water</b>	---	---
<b>Diversity and Affordability</b>	---	---
<b>Health, Wellbeing and Work</b>	---	---
<b>Investment</b>	---	---



Other

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**A brief description of the plan(s) to advance sustainability in Curriculum:**

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**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

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**Accountable parties, offices or departments for the Curriculum plan(s):**

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**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

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**The measurable objectives, strategies and timeframes included in the Research plan(s):**

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**Accountable parties, offices or departments for the Research plan(s):**

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**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

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**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

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**Accountable parties, offices or departments for the Campus Engagement plan(s):**

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**A brief description of the plan(s) to advance Public Engagement around sustainability:**

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**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

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**Accountable parties, offices or departments for the Public Engagement plan(s):**

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**A brief description of the plan(s) to advance sustainability in Air and Climate:**

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**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

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**Accountable parties, offices or departments for the Air and Climate plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Buildings:**

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**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

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**Accountable parties, offices or departments for the Buildings plan(s):**

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**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

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**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

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**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

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**A brief description of the plan(s) to advance sustainability in Energy:**

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**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

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**Accountable parties, offices or departments for the Energy plan(s):**

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**A brief description of the plan(s) to advance sustainability in Grounds:**

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**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

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**Accountable parties, offices or departments for the Grounds plan(s):**

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**A brief description of the plan(s) to advance sustainability in Purchasing:**

---

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

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**Accountable parties, offices or departments for the Purchasing plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Transportation:**

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**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

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**Accountable parties, offices or departments for the Transportation plan(s):**

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**A brief description of the plan(s) to advance sustainability in Waste:**

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**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

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**Accountable parties, offices or departments for the Waste plan(s):**

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**A brief description of the plan(s) to advance sustainability in Water:**

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**The measurable objectives, strategies and timeframes included in the Water plan(s):**

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**Accountable parties, offices or departments for the Water plan(s):**

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**A brief description of the plan(s) to advance Diversity and Affordability:**

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**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

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**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

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**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

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**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

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**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Investment:**

---

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

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**Accountable parties, offices or departments for the Investment plan(s):**

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**A brief description of the plan(s) to advance sustainability in other areas:**

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**The measurable objectives, strategies and timeframes included in the other plan(s):**

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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

---

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

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**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

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**The website URL where information about the institution's sustainability planning is available:**

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## Responsible Party

**Mark Frever**  
Director of Grounds  
Facilities

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## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

Albion College has a student senate with representatives from classes. Students also participate as non-voting members of a number of faculty standing committees, including curriculum and resource, Judicial board, and petitions committee.

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

Yes

**A brief description of student representation on the governing body, including how the representatives are selected:**

There are student representatives serving on the board of Trustees. there are also elected board members from the each most recent graduating class. so, for example there is a member from the class of 2013, who was just elected by her peers, and she will serve for two years.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
--	-----------



<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	---
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	No
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

Student senate places representatives on a number of faculty

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

- Assessment Committee
- Budgets, Salaries, and Benefits Committee
- College Judicial Board
- Curriculum and Resource Committee
- Faculty Committee on Diversity
- Faculty Development Committee
- Faculty Personnel Committee
- Faculty Steering Committee
- GLCA Academic Council
- Grievance Committee
- Institutional Review Board
- Sexual Harassment Grievance Committee

**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

Yes

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

The Michigan Education Association/National Education Association (MEA/NEA) representing the Albion College Educational Support Personnel Association and Albion College have a contractual agreement.

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

---

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

Academic Affairs Office and the Office of the Provost.

**Is there at least one teaching or research faculty representative on the institution's governing body who was elected**

**by peers or appointed by a representative faculty body or organization?:**

Yes

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

Academic Affairs Office and the Office of the Provost.

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	No
Prioritization of programs and projects	Yes

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

The descriptions can be found on the college website.

**The website URL where information about the institution's governance structure is available:**

<http://www.albion.edu/academics/academic-affairs>

# Diversity & Affordability

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

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Daniel McQuown**

Chaplain and Director for Global Diversity  
Student Affairs

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## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

### Submission Note:

Albion College has a comprehensive approach to cultural competence training, driven by our institutional Diversity Plan. Each division of the college is responsible for their unique responsibilities, and the President and trustees ensure this progress is maintained.

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	Yes

**Employee diversity and equity**

Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

There are two main committees that advise the administration on the implementation of policies, programs, and trainings related to diversity and equity on campus. The President's Advisory Committee on Intercultural Affairs is charged with monitoring and advising the comprehensive progress of each division of the College on the implementation of the Diversity Plan (since 2004). This includes student life. The Faculty Committee on Diversity is charged with monitoring and advising the academic culture of Albion College, including classroom discrimination and the recruitment and retention of under-represented faculty.

**The full-time equivalent of people employed in the diversity and equity office:**

2

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.albion.edu/student-life/student-affairs/current-students/diversity-plan>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

**A brief description of the cultural competence trainings and activities:**

First-year students are engaged in cultural competence training as part of their First Year Experience. In both academic and student affairs, upper class students are engaged in intergroup dialogue projects and intercultural work. Faculty and staff attend required training in various cultural competence, as well as receive many invitations to optional training sessions on specific issues, such as ally training, safe zones, and classroom discrimination.

**The website URL where information about the cultural competence trainings is available:**

<http://www.albion.edu/student-life/student-affairs/current-students/diversity-plan>

# Assessing Diversity and Equity

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## Responsible Party

**Daniel McQuown**

Chaplain and Director for Global Diversity  
Student Affairs

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

## Submission Note:

Albion College has a core commitment to diversity and equity at all levels, from its mission/goals to specific objectives for each division of the College.

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

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

Albion College assesses diversity and equity on an ongoing basis. The President's Committee on Intercultural Affairs meets each semester to monitor the comprehensive progress of the Diversity Plan (2004), including goals and objectives for every division of the College. The Faculty Committee on Diversity meets regularly to monitor progress in Academic Affairs, specifically related to classroom culture and recruitment/retention of diverse faculty. The President's Administrative Council is ultimately charged with ensuring the overall progress of the institution's diversity and equity goals, and reports to the Board of Trustees.

**Has the institution assessed student diversity and educational equity?:**

Yes

**A brief description of the student diversity and educational equity assessment(s):**

In 2003-2004, Albion College assessed student diversity and education equity, in preparation for launching its Diversity Plan (2004). Since that time, assessments of student life inside and outside the classroom (including recruitment and retention) have been ongoing, as dictated by the Diversity Plan.

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

The 2003-2004 assessment included employee diversity and employment equity, and the institutional-wide Diversity Plan (2004) included ongoing/evolving goals for each area of employees (faculty and staff).

**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

Yes

**A brief description of the governance and public engagement assessment(s):**

The Diversity Plan (2004) included division-specific goals for governance and public engagement of diversity and equity. In addition, the College's visioning process of 2007 included a comprehensive assessment of these goals, and these goals are regularly assessed by all divisions of the College (through the President's Advisory Committee on Intercultural Affairs, Faculty Committee on Diversity, President's Administrative Council, and other committees).

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

<http://www.albion.edu/student-life/student-affairs/current-students/diversity-plan>



# Support for Underrepresented Groups

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## Responsible Party

**Daniel McQuown**

Chaplain and Director for Global Diversity  
Student Affairs

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## Criteria

### *Part 1*

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

---

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

## **Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:**

Yes

## **A brief description of the programs sponsored by the institution to support underrepresented groups:**

Albion College has numerous support programs for underrepresented groups. Some of the key programs include: Smooth Transitions peer support group for first-year underrepresented students (through Intercultural Affairs); active engagement of students from underrepresented religious backgrounds into interfaith campus life; male athlete academic and social support through Academic Skills, Athletics, and Intercultural Affairs; counseling services programs geared towards underrepresented groups (e.g., LGBTQ support group, women's group).

## **The website URL where more information about the support programs for underrepresented groups is available:**

<http://www.albion.edu/student-life/intercultural-affairs>

## **Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

Yes

**A brief description of the institution's discrimination response policy, program and/or team:**

In matters of discriminatory harassment and sexual harassment, the College has well-defined and progressive protocols in place for students, faculty, and staff to report and find resolution. These are constantly being evaluated and updated as new policies and best practice are implemented or recommended by government and higher educational organizations.

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://www.albion.edu/student-life/student-affairs/current-students/diversity-plan>

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

Yes

# Support for Future Faculty Diversity

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

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

Such programs could take any of the following forms:

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

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

## **Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

No

## **A brief description of the institution's programs that help increase the diversity of higher education faculty:**

Posting of jobs on specialty sites to attract diverse pool.  
Candidate meetings with FCD (Faculty Committee on Diversity).  
Diversity report to Board three times per year.

## **The website URL where more information about the faculty diversity program(s) is available :**

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# Affordability and Access

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

### Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

No

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

---

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

---

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

---

**A brief description of the institution's scholarships for low-income students:**

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**A brief description of any programs to guide parents of low-income students through the higher education experience:**

---

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

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**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

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**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

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**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

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**Does the institution have policies and programs in place to support non-traditional students?:**

No

**A brief description of any scholarships provided specifically for part-time students:**

---

**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

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**A brief description of other policies and programs to support non-traditional students:**

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**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

No

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

**The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:**

---

**The website URL where information about the institution's affordability and access programs is available:**

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## Health, Wellbeing & Work

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

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.



**Number of employees:**

447

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

72

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

Yes

**Number of employees of contractors working on campus:**

108

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

90

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

Collective bargaining agreement (CBA)for full time hourly Albion College trades and clerical employees.

CBA for full time hourly Bon Appetite employees

ABM full time employees are also covered by a CBA

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

No

**Number of staff and faculty that receive sustainable compensation:**

---

**Number of employees of contractors that receive sustainable compensation:**

---

**A brief description of the standard(s) against which compensation was assessed:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

---

**The local legal minimum hourly wage for regular employees:**

7.40 US/Canadian \$

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

No

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

---

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

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# Assessing Employee Satisfaction

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

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

**Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

No

**The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

---

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

---

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

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**The year the employee satisfaction and engagement evaluation was last administered:**

---

**The website URL where information about the institution's employee satisfaction and engagement assessment is**

**available:**

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# Wellness Program

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## Responsible Party

**Thomas R. Johnson**

Associate professor emeritus and director of campus wellness  
Kinesiology

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## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

Mission: It is the mission of the Albion College Wellness Program to enable the students, staff, faculty and administration to become more knowledgeable in making wise choices relating to one's health and wellbeing and to become healthier and more productive members of the college community.

**The website URL where information about the institution's wellness program(s) is available:**

<http://www.albion.edu/about-albion/wellness>

# Workplace Health and Safety

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

### Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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### Submission Note:

FTE is based on IPEDS data with an estimate for 2013 as that data has yet to be submitted.

FTE for 2011 = 370

FTE for 2012 = 384

FTE for 2013 = 384 (estimated)

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	13	11

<b>Full-time equivalent of employees</b>	384	379
--	-----	-----

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	Jan. 1, 2013	Dec. 31, 2013
<b>Baseline Year</b>	Jan. 1, 2011	Dec. 31, 2013

**A brief description of when and why the workplace health and safety baseline was adopted:**

If I understand the directions our baseline is an average of the past 3 years (2011, 2012 and 2013)

**A brief description of the institution’s workplace health and safety initiatives:**

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**The website URL where information about the institution’s workplace health and safety initiatives is available:**

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# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure



# Committee on Investor Responsibility

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## Criteria

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

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

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

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

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

No

**The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

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**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

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**Examples of CIR actions during the previous three years:**

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**The website URL where information about the CIR is available:**

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## 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

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

**Total value of the investment pool:**

191,289,803 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	3,098,348 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	---
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	---
<b>Community development financial institutions (CDFIs) or the equivalent</b>	---
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	---
<b>Green revolving loan funds that are funded from the endowment</b>	---

**A brief description of the companies, funds, and/or institutions referenced above:**

Investments in natural resources. Forestry.

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

[Campus Sustainability Data Collector | AASHE](#)

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**The sustainable investment policy:**

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**Does the institution use its sustainable investment policy to select and guide investment managers?:**

No

**A brief description of how the policy is applied, including recent examples:**

---

**Does the institution's sustainable investment policy include negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

---

**Approximate percentage of the endowment that the negative screens apply to:**

---

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

---

**A brief description of how managers are adhering to proxy voting guidelines:**

---

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

---

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

---

**The website URL where information about the institution's sustainable investment efforts is available:**

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# Investment Disclosure

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## Responsible Party

**Bobbie Van Eck**  
Assistant Registrar  
Registrar

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## 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.

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

### **Does the institution make a snapshot of its investment holdings available to the public?:**

No

### **The percentage of the total investment pool included in the snapshot of investment holdings:**

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### **A copy of the investment holdings snapshot:**

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### **The website URL where the holdings snapshot is publicly available:**

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# Innovation

## Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4



# Innovation 1

## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
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*"---" indicates that no data was submitted for this field*

**Title or keywords related to the innovative policy, practice, program, or outcome:**

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**A brief description of the innovative policy, practice, program, or outcome :**

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**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

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**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---

<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available :**

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## Innovation 2

### Criteria

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## Innovation 3

### Criteria

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