

Carleton College

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

Date Submitted: March 20, 2015

STARS Version: 2.0

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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

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

"---" 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?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Carleton College is an undergraduate institution, we do not offer this program.

Reason for excluding medical school:

Carleton College is an undergraduate institution, we do not offer this program.

Reason for excluding pharmacy school:

Carleton College is an undergraduate institution, we do not offer this program.

Reason for excluding public health school:

Carleton College is an undergraduate institution, we do not offer this program.

Reason for excluding veterinary school:

Carleton College is an undergraduate institution, we do not offer this program.

Reason for excluding satellite campus:

Carleton College is a small, undergraduate institution with only one campus location.

Reason for excluding hospital:

Carleton College is a small, undergraduate institution; we have no affiliated hospital.

Reason for excluding farm:

Carleton's student-run farm is less than 5 acres.

Reason for excluding agricultural experiment station:

Carleton does not have an agricultural experiment station.

Narrative:

880 of Carleton's 1,400 acres is dedicated to the Arboretum, which is a managed - primarily prairie - natural landscape dedicated to conservation, education and recreation.

Operational Characteristics

Criteria

n/a

Submission Note:

Numbers above represent fiscal year 2013. Due to cold winter temperatures, we used an unusually large amount of fuel oil during this period.

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

Endowment size:

700,540,278 US/Canadian \$

Total campus area:

1,040 Acres

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

1,927,731 Gross Square Feet

Conditioned floor area:

1,927,731 Square Feet

Floor area of laboratory space:

62,910 Square Feet

Floor area of healthcare space:

550 Square Feet

Floor area of other energy intensive space:

77,632 Square Feet

Floor area of residential space:

745,239 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	0.06
Wind	30
Other (please specify and explain below)	---

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

Carleton purchases most of its electricity from the public utility (Xcel Energy).

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	15
Geothermal	---

Natural gas	85
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

Submission Note:

1) Full time equivalent faculty/staff calculated by counting all PT staff/faculty as 0.5 and adding to number of FT faculty/staff.

2) Number of residential students varies each term due to off campus studies program enrollment.

3) Number of residential employees includes faculty/staff living in Carleton owned apartments plus Hall Directors residing in the residence halls.

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

Number of academic divisions:

1

Number of academic departments (or the equivalent):

41

Full-time equivalent enrollment:

2,042

Full-time equivalent of employees:

669

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,042

Total number of graduate students:

0

Number of degree-seeking students:

2,042

Number of non-credit students:

0

Number of employees:

796

Number of residential students:

1,780

Number of residential employees:

40

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.

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

Responsible Party

Kimberly Smith

Director of Environmental Studies
Environmental Studies / Political Science

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:

The numbers above are based on tallies in the attached spreadsheet, which breaks out specific numbers for the 2013-2014 academic year. The URL provided above which links to Carleton's "Other Topics of Interest" applies to current offerings, and may not be consistent with the 2013-2014 data.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	339	0
Number of sustainability courses offered	24	0
Number of courses offered that include sustainability	31	0

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

20

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

41

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):

[SustainableCourseID7_1.xlsx](#)

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

See attached document.

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

<http://apps.carleton.edu/sustainability/action/curriculum/>

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

Campus Sustainability Data Collector | AASHE

Carleton's Director of Environmental Studies collaborated with the sustainability assistant (STA) program to identify sustainability focused and sustainability related courses by looking through the registrar's list of courses and classifying relevant courses as "sustainability-focused" or "sustainability-related." This list is posted on the sustainability website.

Furthermore, the Majors and Concentrations tab in the College's Academics web page includes Sustainability in a list of "Other Topics of Interest." The courses listed in that link are maintained by a professor in Carleton's environmental studies department.

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):

The number of sections each year were not counted twice to align with the total number of courses offered.

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

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

Responsible Party

Kimberly Smith

Director of Environmental Studies
Environmental Studies / Political Science

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.

Submission Note:

Graduates and Environmental Studies counts reflect graduates during the 2013-2014 academic year.

"---" 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:

17

Total number of graduates from degree programs:

484

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

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

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 central mission of Carleton's Environmental Studies Program is to educate the next generation of environmental scholars and professionals in the fundamental scientific, ecological, social, ethical, political, and economic dimensions of environmental issues. The program aims to cultivate a truly interdisciplinary perspective, with a strong emphasis on critical thinking combined with hands-on laboratory and field research reaching across all divisions of the College. It values and facilitates opportunities for research projects, internships and other work experiences, and off-campus studies.

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

<http://apps.carleton.edu/curricular/ents/>

Undergraduate Program

Responsible Party

Kimberly Smith

Director of Environmental Studies
Environmental Studies / Political Science

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*.

"---" 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):

Environmental Studies (ENTS)

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

The central mission of Carleton's Environmental Studies Program is to educate the next generation of environmental scholars and professionals in the fundamental scientific, ecological, social, ethical, political, and economic forces that govern environmental issues and the long-term quality and viability of society.

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

<http://apps.carleton.edu/curricular/ents/>

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

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

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

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

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

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

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

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

No

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

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

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):

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

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

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

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

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

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

Responsible Party

Kimberly Smith

Director of Environmental Studies
Environmental Studies / Political Science

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*.

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Kimberly Smith

Director of Environmental Studies
Environmental Studies / Political Science

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 partial listing of environmentally related off campus study programs can be found here:

https://apps.carleton.edu/curricular/ocs/assets/BY_SUBJECT_14_15_FINAL.pdf

"---" 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:

Carleton College offers off-campus programs that immerse students in sustainable issues. During the winter term (available every other year) there is a Conservation and Development off-campus program in Tanzania and Ethiopia. There are also programs offered to students over winter break. These programs include Tropical Rainforest Ecology in Costa Rica, Agricultural Sustainability in the U.S. and China, and during the winter break of 2008 there was a program focused on environmental justice in New Orleans.

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

<http://apps.carleton.edu/curricular/ents/student/ocs/>

Sustainability Literacy Assessment

Responsible Party

Kimberly Smith

Director of Environmental Studies
Environmental Studies / Political Science

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:

Carleton College does not conduct an assessment of the sustainability literacy of its students.

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

Incentives for Developing Courses

Responsible Party

Kimberly Smith

Director of Environmental Studies
Environmental Studies / Political Science

Criteria

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

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

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

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

Campus as a Living Laboratory

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

"---" 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
--	-----------

Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No
Public Engagement	Yes
Other	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:

Carleton students in CHEM 100. Air Pollution and Human Health work with both campus and community members in academic civic engagement projects focused on measuring and assessing local air pollution levels. Furthermore, the course ties into particular aspects of the City of Northfield's efforts to pursue GreenStep Cities certification.

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:

Students in ENTS 262 Applied Projects (hosted in the Physics Dept.) worked on campus-based civic engagement projects including design of a net zero energy warming hut for the campus ice rinks and a season-extension greenhouse for the campus farm.

Students in ECON 267 Behavioral Econ used energy and water data to evaluate effects of projects intended to illicit behavior changes based on subtle cues as defined in the book "Nudge" by Thaler and Sunstein.

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 and dining services staff have worked collaboratively to complete the Real Food Calculator for three years in a row. Data have been used in Statistics and Biology course projects, in responses to AASHE STARS and other external reporting survey questions and to guide purchasing decisions or plan future changes that would increase the percentage of "real food" purchased by Carleton's dining services provider, Bon Appetit.

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:

Students in ENTS 262 Applied Projects (hosted in the Physics Dept.) worked on campus-based civic engagement projects including design of a net zero energy warming hut for the campus ice rinks and a season-extension greenhouse for the campus farm.

Students in CS 342 Mobile Application Development worked directly with Carleton's wind turbine and energy data to develop a mobile app version of building energy and water consumption graphics plus an instantaneous display showing percent of wind energy at any given time.

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:

Students in GEOL 258 Geology of Soils calculated carbon sequestration of Carleton's current campus landscape management practices vs. potential additional carbon sequestration potential if Grounds undertook various changes to how land was managed, especially "alterable land" not currently dedicated to athletics or hardscape.

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:

No current examples.

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:

Students in ENTS 395 Senior Seminar which focuses preparing Environmental Studies majors to undertake the senior comprehensive exercise used campus commute survey data to study various methods of organizing and evaluating quantitative and qualitative survey information.

Students in Environmental Studies Research Methods studied local transportation issues and published a report entitled "Transportation at the Northfield Retirement Community" which highlighted current successes and deficiencies. A similar study was conducted relating to elementary and middle school transportation options.

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:

Student waste monitors, employed by the Custodial Services Department, gather data on contamination between landfill, recycling and compost streams during their weekend dorm trash pick-up routes. They then applied these data to a statistics class project which illustrated dorms with the best and worst performance. Results were on display in the dorms and prompted a modest level of friendly competition and behavior change between students.

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:

Environmental studies majors developed a senior comprehensive project around incentives to conserve water, using building water data to test their theories.

Sustainability assistants working in the Sustainability Office developed a feasibility study for a roof rainwater recapture system that could be used to irrigate a central greenspace. Their report was presented to the Capital Funding and Planning Committee and, received enough positive feedback that it will be taken to the next level of development.

Carleton environmental studies seniors produced a senior comprehensive study report entitled "Polycentric Flood Governance: A Case Study of the Greater Northfield Action Arena"

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:

Carleton's 2013-2014 environmental studies seniors produced a senior comprehensive study report entitled "Polycentric Flood Governance: A Case Study of the Greater Northfield Action Arena" and a second report entitled "Wading Through the Muddy Floodwaters: Social Vulnerability to Flooding in Northfield, MN, A Case Study" Both reports focused on policy and technical responses to recent 500-year flood events in the Northfield area.

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:

No current examples.

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:

No current examples.

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:

No current examples.

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:

Carleton's Center for Community and Civic Engagement (CCCE) includes an Energy and Environment department intended to spur both academic civic engagement and community engagement volunteer opportunities. The CCCE has been instrumental in facilitating many of the projects described above. Furthermore, CCCE funded two summer intern positions to work directly with the City of Northfield on completing various components of the GreenStep Cities matrix, earning an additional "step" for the City through their efforts.

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:

Carleton maintains an energy and water meter dashboard, hosted within the Lucid Building OS platform, which provides open access for both students and faculty to study and utilize building-level meter data in their courses and projects. This database also includes data from Carleton's two, utility-scale wind turbines.

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.

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Kimberly Smith

Director of Environmental Studies
Environmental Studies / Political Science

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:

17

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

244

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

12

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:

Becky Boling Stephen R. Lewis, Jr. Professor of Spanish and the Liberal Arts

Nancy Braker Lecturer in Biology, Puzak Family Director of the Cowling Arboretum

Lawrence Burnett Professor of Music and Choral Director

Patricia Cavanaugh Visiting Assistant Professor of Political Science

Fred Hagstrom Director, Perlman Center for Learning and Teaching; Humphrey Doermann Professor of Liberal Learning; Rae Schupack

Nathan Professor of Art; Yoga Instructor

Dan Hernandez Assistant Professor of Biology

Mark Kanazawa Professor of Economics

Mike Kowalewski McBride Professor of English and Environmental Studies

Michael McNally Professor of Religion

Steven Mohring Associate Professor of Art

Tun Myint Assistant Professor of Political Science

Tsegaye Nega Associate Professor of Environmental Studies

Mary Savina Charles L. Denison Professor of Geology; Director of Archaeology

Aaron Swoboda Assistant Professor of Environmental Studies and Economics

Kim Smith Director of Environmental Studies; Professor of Environmental Studies and Political Science

George Vrtis Associate Professor of Environmental Studies and History

Matt Whited Assistant Professor of Chemistry

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

An email was sent out to all staff, asking them if they were working on sustainability related research, and if they were, what the research was.

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

Nancy Braker - Puzak Family Director of the Cowling Arboretum, was invited to organize and present on a panel entitled, "Integrating College and University Students and Prescribed Fire," at the Tallgrass Prairie and Oak Savanna Conference held in January in Dubuque, Iowa. (Feb 2013)

Stephen Mohring Associate Professor of Art, had his exhibition "play" opening September 27 with an artist talk at 5 p.m. in the Anne Simley Theater of the Drew Fine Arts Center at Hamline University. From the artist: "The recent and new sculpture I'm making is, at its core, a meditation on the transformation of wood from tree to hand-made object. All the wood used has been locally sourced, milled by me, and worked primarily with hand tools."

Matt Whited Assistant Professor of Chemistry, was recently awarded an international patent with co-workers at the University of Southern California and University of Michigan for "Compounds Capable of Undergoing Symmetry Breaking Intramolecular Charge

Transfer in a Polarizing Medium and Organic Photovoltaic Devices Comprising the Same." The invention describes a new photovoltaic cell design inspired by the biological photosystem that is capable of highly efficient charge separation for energy storage.

Mikaela Schmitt-Harsh, Robert A. Oden, Jr., Postdoctoral Fellow for Innovation in the Liberal Arts in Environmental Studies, published an article in the journal *Urban Forestry & Urban Greening* entitled "Zoning, land use, and urban tree canopy cover: The importance of scale." The article is co-authored with colleagues Sarah Mincey and Rich Thureau at Indiana University.

Mikaela Schmitt-Harsh Robert A. Oden, Jr., Postdoctoral Fellow for Innovation in the Liberal Arts in Environmental Studies, has recently published an article entitled, "Landscape change in Guatemala: Driving forces of forest and coffee agroforest expansion and contraction from 1990 to 2010," in the *Journal of Applied Geography* 40 (2013), 40-50.

The website URL where information about sustainability research is available:

<http://apps.carleton.edu/sustainability/action/curriculum/>

Support for Research

Responsible Party

Kimberly Smith

Director of Environmental Studies
Environmental Studies / Political Science

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.
-

"---" 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:

Carleton's Environmental Studies (or ENTS) major uses a multidisciplinary approach to studying sustainability and the environment. Students are encouraged to do sustainability research, and are required to complete a comprehensive study for their senior thesis or "comps" project.

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

<http://apps.carleton.edu/curricular/ents/>

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

No

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

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

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?:

Yes

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

The Faculty Handbook specifies that extra-departmental letters should be requested for promotion reviews, including (primarily) from interdisciplinary program directors. In addition, in meeting with tenure candidates at the beginning of the process:

Candidates are instructed to construct their list of potential external reviewers of their scholarship so as to cover all areas of their scholarship, and in the list of names submitted, to indicate what aspects of their work potential reviewers can address. This includes interdisciplinary and/or multidisciplinary work. The dean selects reviewers who can speak to the range of a candidate's scholarship, including interdisciplinary/multidisciplinary research. The Faculty Personnel Committee gives thorough consideration to all external letters, both disciplinary and interdisciplinary, in making its evaluation and recommendations for tenure.

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

<http://apps.carleton.edu/handbook/?a=faculty>

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:

The library produces research guides for many sustainability focused classes, although these are not categorized specifically by a sustainability focus. They are provided primarily through the Environmental Studies department.

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

<http://gouldguides.carleton.edu/ENTS?hs=a>

Responsible Party

Kimberly Smith

Director of Environmental Studies
Environmental Studies / Political Science

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.

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

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.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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*.

"---" 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:

2,035

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

Sustainability Assistant (STA) program

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

2,035

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

The STA program involves between 6-8 students hired on a part-time basis to drive campus sustainability initiatives. Although the STAs work as a team, each person focuses on a particular area such as energy, waste, data management, outreach, event planning, etc. The STA program works with Residential Life to sponsor a Green Wars, a week-long residential hall energy conservation competition and series of outreach events. Recently the STA program has also been involved in waste, working with faculty and staff to consolidate the number of waste bins on campus and increase educational signage on proper waste sorting. STAs focus on food production and procurement through involvement in the campus farm and Real Food Challenge tabulation efforts. Others focus on energy, managing data and implementing energy conservation measures such as lighting timers and occupancy sensors.

There are also three different liaison position that overlap with the sustainability office. These include students involved in waste audits who are also responsible for student outreach and a position through the Center for Community and Civil engagement.

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

An application available to all students is posted each spring. Current STAs and Carleton's Manager of Campus Energy and Sustainability review the applications and choose the strongest candidates to be interviewed. Final selections are made from that group.

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

STAs engage in a one-day orientation workshop during the week before fall term begins. This workshop begins with a keynote speech from a former STA or alum. Training sessions include the basics of departmental operation and organization, an overview of the Carleton energy and waste systems, a sustainability database orientation, a sustainability website training session, and an overview of the Climate Action Plan. The training sessions also include guest speakers who present on specialized skills relevant to STA responsibilities. Past topics have included effective data visualization techniques, effective grassroots organizing and activism, event planning, and communications. STA training continues throughout the year through participation in webinars and hands-on field experience working closely with Facilities and Res Life staff.

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

Martha Larson, Manager of Campus Energy and Sustainability, is the primary coordinator and supervisor of the STA program. Residential Life provides a co-supervisor who is generally one of the hall director staff. The Carleton Custodial Manager supervises STAs focused on waste activities. Additional support, advising, and project funding is provided by the Carleton Environmental Advisory Committee (EAC), a committee that includes faculty, staff, and students.

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

Student waste monitors

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

2,035

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

The mission of student waste monitors is to promote an appropriate and acceptable standard for disposing of garbage, recycling, and compost on the Carleton College campus. The monitors also provide advice to campus decision-makers on how to allocate the resources that students need to dispose of their waste in according to this standard.

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

There are a number of students workers involved in waste collection, many of them end up in this program, two students are selected by the custodial team to lead the monitors.

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

This is a student led initiative, so there is no formal training, although peer to peer training occurs for identifying misplaced items and for auditing purposes.

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

These are paid student workers through custodial services.

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):

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):

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

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

Student Orientation

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

Specific links include:

Green Guide:

http://apps.carleton.edu/newstudents/assets/Green_Guide_2014.pdf

Sustainability Tours:

<http://apps.carleton.edu/newstudents/nsw/week/Day1/>

Sustainability at Carleton Presentation:

<http://apps.carleton.edu/newstudents/nsw/week/day5/>

"---" 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:

100

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

Prior to the start of New Student Week, Carleton sustainability assistants (STAs) provide an optional educational seminar for all peer leaders, the group of students who lead new student groups. The STAs manage a table at the New Student Welcome Tent and offer wind turbine, steam plant and student organic farm tours to students and parents. Later in the week, the STAs provide a presentation to incoming freshman to inform them of various campus sustainability initiatives and provide suggestions on how they can get involved in sustainability-related student groups and activities. The College posts a "New Student Green Guide" on the new student website to provide incoming students with a preview of Carleton's sustainability programs and opportunities.

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

<http://apps.carleton.edu/newstudents/nsw/>

Responsible Party

Sarah Lukins

Sustainability Assistant

ENTS

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.

Submission Note:

Carleton's Pathways website illustrates ways for students to integrate their curricular, co-curricular, and employment experiences into a cohesive narrative. The Pathways site includes sections specific to environmental areas including Energy, Food Systems and Conservation. Website:

<https://apps.carleton.edu/pathways/>

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

	Yes or No
Active student groups focused on sustainability	Yes
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	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	No
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No
Programs through which students can learn sustainable life skills	No
Sustainability-focused student employment opportunities offered by the institution	Yes

<p>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</p>	<p>No</p>
<p>Other co-curricular sustainability programs and initiatives</p>	<p>Yes</p>

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

Students Organization for the Protection of the Environment (SOPE). This student group is dedicated to promoting environmental awareness and activism on campus and in the community by providing opportunities for environment volunteering. The group is student-governed and was instrumental in establishing trayless dining in one of Carleton's two student dining halls, implementing drying racks in dorms and experimenting with a reusable / returnable cup program in the dining halls. Members also participate in organizing community events such as Carleton's annual Climate Action Week and Earth Week activities.

The Carleton Association of Nature and Outdoor Enthusiast (CANOE) focuses on outdoor appreciation, outdoor skills, and Leave No Trace principles. The organization is student-governed and organizes student-led trips for hiking, camping, snow shoeing, skiing, dog sledding, canoeing, climbing, etc. offering at least one trip every weekend.

<http://apps.carleton.edu/student/orgs/canoe/>

Carleton's Climate Justice Coalition's mission is to raise awareness and activism about climate change on campus. The student-governed group organizes events focused on social justice issues related to sustainability. Group members recently participated in the Keystone Pipeline protest in Washington D.C., the People's Climate March in NYC and attended a conference in San Francisco focused on student efforts to promote climate justice and divestment from fossil fuels.

The Carleton Farm Club members assist farm interns with maintenance of the Carleton Student Organic Farm, which posted record profits during the 2014 season. The student-governed group is based out of Farm House, a student residence with the theme of sustainable living. Farm House regularly organizes events such as candle-making, canning and dinners with faculty and staff. Website:

<http://carletonfarm.tumblr.com/>

Compassionate and Sustainable Consuming is a new student-governed club focused on low impact, sustainable choices of food and material goods. The group organized movie screening events for Climate Action Week.

Food Truth is a student-governed Carleton College organization dedicated to raising food consciousness by examining the environmental, political, social and ethical impacts of what we eat. Food Truth organizes events, speakers, community dinners, films, workshops, and field trips to encourage discussion and advocacy around food-related issues. They spearheaded Real Food Calculator reporting and Real Food Challenge efforts on the Carleton campus. Website:

<http://carletonfoodtruth.blogspot.com/>

Carleton's student-governed chapter of Engineers without Borders has taken on projects such as clean water initiatives in Peru and a model biodiesel reactor. They also organize an environmentally-focused speaker for Carleton's annual Climate Action Week. Website:

<https://apps.carleton.edu/student/orgs/ewb/>

Kids for Conservation (KFC) was initiated to give elementary school children the knowledge about environmental issues that they will need in order to make responsible decisions. The group is housed in Carleton's Center for Community and Civic Engagement (CCCE).

Take Back the Tap is a student-governed campus organization working to eliminate bottled water on Carleton's campus, build and promote local water infrastructure, and raise awareness about water privatization and its impact around the world. Website:

<http://www.foodandwaterwatch.org/water/take-back-the-tap/>

The website URL where information about student groups is available:

https://apps.carleton.edu/admissions/topics/student_orgs/

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:

Carleton students operate a 1.5 acre farm that uses organic farming techniques under the guidance of a faculty advisor. It boasts drip irrigation and a hoop house, among other innovations. All produce is sold to our food service provider, Bon Appetit, and the profits pay for the 2 summer farm intern positions and farm operations expenses.

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

<http://apps.carleton.edu/sustainability/campus/land/farm/>

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

Carleton does not at this time have any student-run sustainable enterprises except the Student Organic Farm (which is already mentioned above).

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

A brief description of the sustainable investment or finance initiatives:

Students, faculty members and staff can propose projects for The Sustainable Revolving Fund (SRF) for sustainability related initiatives on campus. Proposals include a financial assessment of the cost of supplies and expected ROI. Each project last six years, and all savings during that period are returned into the fund.

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

<http://apps.carleton.edu/sustainability/action/srf/>

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

Every Friday Carleton hosts a convocation speaker which - on multiple occasions - has focused on a sustainability theme. The Environmental Studies department also hosts various speakers and events each term. Carleton's sustainability office in collaboration with various student-governed campus organizations facilitates a series of sustainability-related events during the annual Climate Action Week (February) and Earth Week (April) series. These events include movie screenings, speakers, discussion panels and dorm energy/water conservation competitions.

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

http://apps.carleton.edu/sustainability/action/climate_action_week/

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

In winter of 2014 the Perlman Teaching Museum had a "Lifeloggers" exhibit which displayed Carleton building meter data alongside other examples of artists "chronicling the everyday." The Museum followed with an exhibit entitled "Petrochemical America" which "into focus the complex economic and ecological forces that have shaped the industrial landscapes of the lower Mississippi River's "Cancer Alley," mapping cycles of resource extraction and transformation from a local to a global scale. This fall, the Museum introduced "The Changing Arctic Landscape" pairing decades-old, large-format photos of Alaska's Arctic with contemporary views from the same vantage points, sets changes in the northern landscape into stark relief.

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

<https://apps.carleton.edu/museum/exhibitions/archive/>

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

Carleton Association of Nature and Outdoor Enthusiasts (CANOE) is a student group that organizes a variety of student-led outdoor field trips and activities as well as lend outdoor equipment to the campus population to promote outdoor activities. Website:

<http://orgs.carleton.edu/canoe/>

The Carleton Arboretum offers numerous outdoor education and nature programs throughout the year. Website:

<http://apps.carleton.edu/campus/arb/>

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

<http://orgs.carleton.edu/canoe/>

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

There are currently no sustainability-related themes for semesters, years or first-year experiences. However, starting in fall 2014 there will be first year orientation trips through Carleton Association of Nature and Outdoor Enthusiasts (CANOE).

The website URL where information about the theme is available:

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

Carleton currently does not offer a program of this type.

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

A brief description of sustainability-focused student employment opportunities:

The Sustainability Assistant (STA) position employs 6-8 students each year in the college's sustainability office implementing various projects related to procurement, energy efficiency, waste, transportation, and food. STAs also organize numerous education and outreach activities and maintain the college's sustainability website and Facebook page.

Student waste monitors, employed by Custodial Services, not only collect trash but also audit and report on contamination between landfill, compost and recycling streams. The students also facilitate multiple waste-related education and awareness programs throughout the year.

Student farm interns- each year two interns manage the 1.5 acre student organic farm. They work through the spring fall and summer, harvesting managing and seeding.

The Center for Community and Civic Engagement (CCCE) employs students in both its Food and Energy & Environment track to assist with facilitating sustainability-related academic civic engagement and student volunteer programs.

Carleton's dining services provide recently established a student sustainability liaison to facilitate sustainable dining and food purchasing initiatives.

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

https://apps.carleton.edu/campus/human_resources/employment/job_openings/

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

Carleton currently does not facilitate a social / environmental responsibility graduation pledge.

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

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

Carleton's Center for Community and Civic Engagement (CCCE) provides opportunities for students to teach students in the greater Northfield area about sustainability through the "kids for conservation program". The Farm Mentorship program also provides support for students to learn organic farming techniques that complement classwork tied to food production and access. Furthermore, Carleton students can engage in multiple student organizations as described above.

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

<https://apps.carleton.edu/ccce/act/actprograms/>

Outreach Materials and Publications

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

"---" 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
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	No
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

Carleton's sustainability website compiles information about Carleton's campus sustainability initiatives and communicates ways in which students and faculty/staff can get involved. The website home page includes a blog and events listing where current news is highlighted.

The website URL for the central sustainability website:

<http://apps.carleton.edu/sustainability/>

A brief description of the sustainability newsletter:

On the sustainability website home page, Sustainability Assistants (STA's) update the Carleton community with blog postings that highlight up-to-date news about campus sustainability initiatives and outreach programs. Carleton's student sustainability assistants also publish a regular "Green Column" in the Carletonian, our school newspaper. Furthermore, the Environmental Studies department publishes a weekly newsletter including information on sustainability-related events, grant applications, jobs/internships and other similar opportunities. This newsletter is distributed to both Environmental Studies majors and non-majors who express interest in staying informed.

The website URL for the sustainability newsletter:

<http://apps.carleton.edu/sustainability/news/>

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

The sustainability office has a Facebook page that is regularly updated to provide information on sustainability at Carleton. During Climate Action Week the sustainability office maintains a Twitter account to keep the campus community apprised of upcoming events and energy/water competition standings.

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

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

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

Student research on topics related to sustainability are compiled on the "comps" page of Carleton's Environmental Studies program. Comps is a year-long research project conducted by all Carleton seniors.

Student research can also be posted to the Greater Northfield Sustainability Collaborative's resources page, which compiles multiple sources of local sustainability and environmental efforts. Website:

<http://northfieldsustainability.org/resources/>

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

<http://apps.carleton.edu/curricular/ents/comps/>

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

Carleton College's newest residences, Cassat and James Hall, have interactive digital signage in their lobbies that allow visitors to view energy consumed by each floor or suite, energy produced by the buildings' solar PV and solar thermal arrays, and other green features of these LEED Gold buildings.

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

<http://apps.carleton.edu/sustainability/campus/building/>

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

Carleton College's food provider, Bon Appetit, provides brochures on their sustainable food practices which they place as a centerpiece on every table in the cafeteria. Similar signage exists in the servery where Bon Appetit highlights foods that are local, humanly produced, fair trade, and/or organic.

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

<http://www.cafebonappetit.com/sustainability/produce>

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

There are signs around campus in which the Grounds crew or Arboretum have converted previously landscaped or agricultural land back to native vegetation. The grounds crew also posts signs about sustainable corn-based forms of fertilizer used on campus turf grass.

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

<http://apps.carleton.edu/sustainability/campus/land/>

A brief description of the sustainability walking map or tour:

Carleton currently does not have a sustainability walking map or tour.

The website URL of the sustainability walking map or tour:

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

Carleton Campus Services department maintains a web page dedicated to alternative methods of transportation for local transit (around Northfield) as well as for regional transit options (Airport, Twin Cities, etc.)

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

<https://apps.carleton.edu/transportation/>

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

The sustainability webpage contains information on local biking opportunities including bike collectives. There is access to campus maps and an arboretum map through the Arboretum Office website.

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

[Campus Sustainability Data Collector | AASHE](#)

<https://apps.carleton.edu/sustainability/campus/transportation-initiatives/>

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

The Carleton Sustainability website includes a "Sustainability How-To" page.

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

<https://apps.carleton.edu/sustainability/action/howto/>

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:

Carleton's sustainability assistants author the weekly "Green Column" covering current campus sustainability issues in The Carletonian, the main student newspaper. Campus reporters frequently feature sustainability topics which have recently included installation of the second wind turbine, the campus Green Wars competition, water quality reports, and responsible investment practices and student-led sustainability initiatives such as a reusable cup initiative in the dining halls.

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:

http://apps.carleton.edu/carletonian/?story_id=848009&issue_id=847886

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

The Carleton sustainability office provides incoming freshman with a "Green Guide" which highlights tips on green living and opportunities to get involved in sustainable campus initiatives and extra-curricular groups.

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

<https://apps.carleton.edu/newstudents/>

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

Yes

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

Additional sustainability tips, energy awareness and Facebook commentary can be found on Carleton's Lucid Building OS energy and water information dashboard.

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

<http://buildingdashboard.net/carleton>

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

material):

Yes

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

Carleton's sustainability office regularly presents Climate Action Plan progress reports to the Board of Trustees Buildings and Grounds Committee.

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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?:

No

The name of the campaign (1st campaign):

Climate Action Week

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

Climate Action Week is a 1-2 week series of sustainability awareness and education events including environmentally-related movie screenings, speakers, contests and panel discussions on internal or external sustainable initiatives. The week also incorporates a residential hall energy and water conservation competition that is displayed via the campus dashboard (

<http://buildingdashboard.net/carleton/>

)

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

Carleton's Lucid Building OS system tracks energy and water savings in the residence halls during the annual Climate Action Week competition. The dorm that achieves the highest percent of energy plus water reductions wins the competition. Carleton's Lucid dashboard allows students to track progress on a real-time basis. Climate Action Week is also a way for students, particularly freshman, to become interested and involved with sustainable initiatives on campus.

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

<http://buildingdashboard.net/carleton/>

The name of the campaign (2nd campaign):

Earth Week

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

Carleton sustainability assistants and environmentally-focused student organizations regularly collaborate with community groups to compile a series of Earth Week events each April that bring together college and community members. Past events have included bike maintenance workshops, construction of "eat the lawn" style planters, cheese making, Kambucha class, and a community pot luck / jam session hosted at Carleton's Weitz Center for Creativity.

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

There is no quantitative measurement other than increasing levels of involvement over the years from both campus and community participants.

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

<http://transitionnorthfield.org/earthday/>

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

Employee Educators Program

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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*.

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

Employee Orientation

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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).

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

Staff Professional Development

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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.

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

Community Partnerships

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
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>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <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) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <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

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*.

"---" 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:

Carleton College has a Center for Community and Civic Engagement which runs multiple community partnership programs related to sustainability, for examples:

- 1) Firebellies: runs cooking classes for low income middle school children using cull (leftover produce) from the local Food Co-op.
- 2) Farm Mentorship Program: Carleton students learn farming skills and issues while working with local farmers to figure out ways to market local food to institutions in a more robust way
- 3) Food Hub: Carleton participates in a broad strategic partnership with local food providers and growers to develop a centralized local food distribution center for the community
- 4) Lighten Up Garage Sale: Carleton partners with three non-profit organizations (Special Olympics, Union of Youth and Project Friendship) to organize an annual spring garage sale consisting of donated goods from students moving out of the dorms. Proceeds go to the non-profit partners.
- 5) Adopt-a-Highway and Adopt-a-River: Carleton organizes fall and spring clean-up events in partnership with the State of MN (highway program) and Cannon River Watershed (river program)
- 6) Kids for Conservation: Students develop curricula for 3rd to 5th graders addressing environmental issues at local elementary schools.
- 7) Community Action Center (CAC) Food Shelf Program: Carleton partners with the local CAC to develop ways for local residents to grow their own food, i.e. the potted patio plants program.
- 8) Gleaning: Carleton students network with area farmers to collect leftover food in the fields and donate it to the local food shelf.

9) Rural Enterprise Center (REC): Carleton students work with the REC on multiple projects related to their development of sustainable local food production combined with entrepreneurship training for local immigrant families.

10) Thursday's Table: an annual event during harvest season, Carleton partners with their food service provider (Bon Appetit) and Carleton Gleaning crews to provide food for 120 people in need.

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):

The Greater Northfield Sustainability Collaborative (

<http://northfieldsustainability.org/>

) aims to connect participants from Carleton and St. Olaf Colleges, the City of Northfield, other township and county government bodies, and community non-profits. Our goal is to facilitate and coordinate sustainability initiatives in the greater Northfield area and support the City's efforts to implement the GreenStep Cities program. GNSC was formed in August of 2013. Carleton provides staff and faculty time, it has also acted as the fiscal agent for grant applications, and provided meeting space.

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:

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

The website URL where information about sustainability partnerships is available:

<https://apps.carleton.edu/ccce/>

Inter-Campus Collaboration

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

We do not have a specific website dedicated to cross-campus collaboration since it is embedded within many of our campus sustainability activities. Carleton's sustainability website also references partnerships with various on-campus departments and organizations including:

- Environmental Studies
- Carleton Arboretum
- Custodial Management
- Facilities Department
- Center for Civic and Community Engagement (CCCE)
- Registrar's Office
- Career Center
- Students Organized for Protection of the Environment (SOPE)
- Farm Club, Farm Interns
- Engineers Without Borders
- CANOE (outdoors group)

"---" 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:

At this time, Carleton's Climate Action Plan and sustainability website contain a vast majority of the information we can provide to share experience with other institutions. Carleton has shared with other schools its "Sustainability Project Guide" provides student-led initiatives with tips and best practices regarding the political, social and project management aspects of successful sustainability projects. [Campus Sustainability Data Collector](#) | [AASHE](#)

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:

Upper Midwest Association for College Sustainability (UMACS)
Association for Advancement of Sustainability in Higher Education (AASHE)
Real Food Challenge
Food and Water Watch
EPA Green Power Partnership
Minnesota Waste Wise
Xcel Energy Efficiency Partners

Finalist for 2012 and 2013 Second Nature Climate Leadership Award

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

- 1) Carleton, St. Olaf and Macalester students collaborate on food initiatives such as hosting the Real Food Challenge seminars and collaborating to organize a community wide Food Forum.
- 2) Carleton's community and civic engagement programs collaborate with St. Olaf students to carpool to various sustainability-related volunteer sites.
- 3) Carleton College and St. Olaf students collaborated to rent a bus in order to drive down to the 2013 People's Climate March in New York City.
- 4) Carleton and St. Olaf combine resources to sponsor the LOCAL bus, a free local shuttle for students at both colleges.

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

Continuing Education

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.

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

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

The Carleton Center for Community and Civic Engagement (CCCE) includes both the Academic and Civic Engagement programs (curricular service projects tied to courses) and Acting in the Community Together (co-curricular volunteer opportunities)

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

Number of students engaged in community service:

919

Total number of students :

2,042

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:

11,750

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:

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

Yes

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

Employees can take a paid leave of absence if they are Red Cross first responders to respond to disasters.

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

<http://apps.carleton.edu/campus/ccce/>

Community Stakeholder Engagement

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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?:

Yes

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

The majority of Carleton's key operations are overseen by faculty, staff and student committees. This includes strategic planning which also asks out to the community beyond to committees to submit feedback.

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

The institution has the following offices to engage community stakeholders and underrepresented groups: Alumni Relations (coordinates connections among Carleton alumni and the College) and the Division of Student Life (“Student Life encourages students to develop life-long respect and responsibility for self and others. Student Life expects learners to embrace diversity, intellectual courage, personal achievement, integrity and social responsibility”-<http://apps.carleton.edu/studentlife/about/>): OIIL, GSC, TRIO/SSS, Career Center, Dean of Students Office, Academic Support Center, Disability Services, SHAC, Student Activities, Res Life, Dacie Moses-<http://apps.carleton.edu/studentlife/>).

List of identified community stakeholders:

- Students
- Staff
- Faculty
- Alumni
- Northfield neighbors
- City of Northfield (and associated committees / commissions)
- Rice County (and associated committees / commissions)

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

2012 Strategic Plan which delineated how the college seeks to move forward with regard to curriculum and other facets of academic, fiscal and residential life in the next ten years. In 2014 Carleton also released it's Facilities Master Plan which plans future infrastructure over the next twenty years. Both processes sought to engage the campus community. The Environmental Advisory Committee was actively engaged in this process, and is comprised of students, faculty and staff.

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

Participation in Public Policy

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

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

Trademark Licensing

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

Criteria

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

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

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

Yes

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

Yes

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:

<http://www.carletonbookstore.com/SiteText.aspx?id=1785>

Hospital Network

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.

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

The institution does not have an affiliated hospital or health system.

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.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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_{2e}) per gross square foot (0.002 MtCO_{2e} per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUJ-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.

Submission Note:

Baseline year for Carleton College's GHG inventory is fiscal year 2008, performance year is fiscal year 2013. This encompasses the period of years when Carleton worked with Sightlines, so data and comparisons should be consistent.

Our Scope 3 measurements have increased in accuracy since 2008 (air travel and waste data tracking has improved) resulting in a general increase to these values.

Our Scope 1 & 2 emissions have improved in purchased electricity, despite adding two residence halls and a large academic building since 2008. This is primarily due to addition of a 1.68 MW wind turbine in fall 2011.

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

Carleton uses the Clean Air - Cool Planet methodology

This tool is used by Sightlines as part of the GoGreen Measurement, Benchmarking and Analysis service. Sightlines worked with Carleton College faculty and staff to collect data to compile, calculate and analyze institutional GHG data.

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?:

Yes

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

Carleton hires Sightlines, a facilities benchmarking and analysis firm, to assist with and verify our annual greenhouse gas emissions data.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>8,377 Metric Tons of CO2 Equivalent</i>	<i>8,487 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>158 Metric Tons of CO2 Equivalent</i>	<i>156 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>9,777 Metric Tons of CO2 Equivalent</i>	<i>11,227 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>721 Metric Tons of CO2 Equivalent</i>	<i>721 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

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

A Carleton Ecosystems Ecology class calculated the number of metric tons of carbon that is stored in the Carleton College Cowling Arboretum, which is approximately 775 acres, for 2010 and 2011. Using data on the types of plants growing in the Arboretum along with their extent, they estimated that active land management in the Arboretum - such as returning agricultural land to native prairie - stores 721 additional metric tons of carbon dioxide per year. Sequestration from forests was determined by estimating the annual delta sequestration level from the conversion of agricultural lands to the current arboretum. This was calculated with the help of Carleton faculty and students.

A brief description of the composting and carbon storage program:

Carleton composts much of the brush that it collects from grounds maintenance and the college arboretum.

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

Carleton does not currently purchase offsets.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,998	2,000
Number of residential employees	40	40
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,023	1,975
Full-time equivalent of employees	669	664
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, 2012	June 30, 2013

Baseline Year	July 1, 2007	June 30, 2008
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A brief description of when and why the GHG emissions baseline was adopted:

The GHG emissions baseline was adopted because 2008 is the first year in which we have comprehensive GHG data validated by Sightlines.

Gross floor area of building space, performance year:

1,927,731 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	62,910 <i>Square Feet</i>
Healthcare space	550 <i>Square Feet</i>
Other energy intensive space	14,172 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	1,594 <i>Metric Tons of CO2 Equivalent</i>
Commuting	1,076 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	97 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	724.32 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	1,063.68 <i>Metric Tons of CO2 Equivalent</i>

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

Other categories include paper consumption which was 96.77 metric tons of CO₂e and Scope 2 T&D Losses which were 966.91 metric tons of CO₂e respectively.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/ghg/3075/>

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

In fall 2011, Carleton installed its a 1.68 MW wind turbine, which currently produces about 30% of campus electricity. Solar arrays were also installed on Cassat and James residence halls. In terms of future planning, Carleton recently reviewed and modified its facilities master plan, which greatly reduced projections for increased floor space, by renovating or replacing existing structures.

Outdoor Air Quality

Responsible Party

Mitch Miller

Maintenance Manager

Facilities Management

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_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

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?:

Yes

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

The Carleton College maintenance department submits how much fuel we burn and contracts with a third-party company to test stack emissions to determine efficiency of our burn. This company produces an air emissions inventory for use by the college.

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

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

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

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

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

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

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

Carleton currently does not pursue LEED certification for existing buildings.

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

1,927,731 *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::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>0 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

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::

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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	0 Square Feet
4th Highest Level	0 Square Feet
Mid-Level	0 Square Feet
2nd Highest Level	0 Square Feet
Highest Achievable Level	0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

The date the guidelines or policies were formally adopted:

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

Carleton hires professional engineering firms to perform annual energy audits on a select group of buildings. Carleton sustainability office and maintenance office work together to implement all reasonable energy conservation measures. We aim to audit all primary campus buildings within 5-6 years.

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

There is no formal policy at this time.

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

<http://apps.carleton.edu/sustainability/campus/energy/audits/>
Campus Sustainability Data Collector | AASHE

Building Design and Construction

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

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

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

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

Carleton has the following LEED-NC certified buildings:
 James and Cassat residence halls - LEED gold (91,536 sf)
 Weitz center for creativity- LEED gold (135,000 sf)

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

275,499 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::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 Square Feet
3rd Highest Level (e.g. LEED Silver)	0 Square Feet
2nd Highest Level (e.g. LEED Gold)	226,536 Square Feet
Highest Achievable Level (e.g. LEED Platinum)	0 Square Feet

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::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

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 :

[Construction_Design_Standards_7.2014.pdf](#)

The date the guidelines or policies were adopted:

July 1, 2014

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

Sustainable building guidelines are integrated into Carleton's construction / design standards (document attached). Standards include a requirement to achieve minimum LEED Silver on all new construction.

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

Carleton's Manager of Campus Energy and Sustainability reviews design documents at each phase and delivers a written memo to the project manager outlining any aspects that do not meet the sustainability points in Carleton's Construction & Design Standards.

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

http://apps.carleton.edu/campus/facilities/assets/Construction_Design_Standards_7.2014.pdf

Indoor Air Quality

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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:

0 Square Feet

Gross floor area of building space:

1,927,731 Square Feet

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

While Carleton does not have a specific policy for dealing with indoor air quality, if there is a concern about air quality, there are procedures in place for it to be addressed immediately. If the source is obvious, it will be taken care of, and if not, appropriate testing takes place to determine the source.

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

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.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Charlotte Beal

Sustainability Assistant

Environmental Advisory Committee

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).

Submission Note:

<http://www.bamco.com/sustainable-food-service/humane-pork-eggs>

<http://www.bamco.com/sustainable-food-service/humane-ground-beef>

Carleton's food service provider, Bon Appetit, only tracks food grown within 150 miles of Carleton so the 20% local food only captures food that is grown and processed within 150 miles of Carleton, not 250 miles.

"---" 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:

24

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

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

Examples include: local produce, dairy (milk, cheese, yogurt), local meats (chicken, turkey, beef and pork), local fish, Fair trade coffee and tea.

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:

0

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:

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

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

Carleton's food provider, Bon Appetit has a number of initiatives to encourage sustainability in their food purchasing program, including the following:

Turkey and chicken are produced without the routine use of antibiotics as a feed additive.

Hamburgers are made with fresh ground beef from cattle raised on vegetarian feed and never given antibiotics or hormones. Only solid muscle meat and fat are used. No neck or trim is allowed. As of Sept. 2012, all ground beef purchased is certified humane. Additionally, 25% of beef, pork, and poultry purchased will be certified by Humane Farm Animal Care (HFAC)'s Certified Humane® program, Animal Welfare Approved, Food Alliance, or Global Animal Partnership by 2015.

Other meats are raised without antibiotics as a first preference. Turkey and beef are roasted in-house daily for deli meat.

Milk and yogurt are from cows not treated with artificial Bovine Growth Hormone.

Shell eggs are produced cage-free and are certified by Humane Farm Animal Care, or Animal Welfare Approved. By 2015, all eggs will be cage-free certified by Animal Welfare Approved, or Humane Farm Animal Care.

Salsas, pizza, marinara and other sauces are made from scratch.

Stocks are made from scratch the day before use to ensure the removal of fats.

All seafood purchases, wild and farmed, follow the sustainability guidelines of the Monterey Bay Aquarium's Seafood Watch program. Seafood should be purchased fresh when available locally or frozen at the source to ensure quality, and never air-freighted.

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

Bon Appetit has a "Farm to Fork" (F2F) Program. Local vendors, within 150 miles of each cafe are able to go through a screening process with the company to become F2F vendors. All purchases from these F2F vendors are closely tracked, reports for these purchases are included in monthly reports for each location.

Carleton College also has students active in the Real Food Network. They work closely with the on-campus food service provider, Bon Appetit, to complete an annual inventory of "real food" (local, humane, fair trade and ecologically sound) using the Real food Calculator tool. Once completed the results of the calculator are shared with the campus and used by students and Bon Appetit staff to inform future purchasing efforts.

Total annual food and beverage expenditures:

2,465,379 US/Canadian \$

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

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes

Franchises	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

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

Bon Appetit follows the Monterey Bay Aquarium Seafood Watch Guidelines.

Turkey and chicken are produced without the routine use of antibiotics as a feed additive.

Hamburgers are made with fresh ground beef from cattle raised on vegetarian feed and never given antibiotics or hormones. We use only solid muscle meat and fat. No neck or trim is allowed.

Other meats are raised without antibiotics as a first preference.

Turkey and beef are roasted in-house daily for deli meat.

Milk and yogurt are from cows not treated with artificial Bovine Growth Hormone.

Shell eggs are produced cage-free and are certified by Humane Farm Animal Care, Food Alliance or Animal Welfare Approved.

Vegetarian options are plentiful at every meal.

Healthy menu items are a mainstream offering throughout our cafés.

Salsas, pizza, marinara and other sauces are made from scratch.

Stocks are made from scratch the day before use to ensure the removal of fats.

All seafood purchases, wild and farmed, follow the sustainability guidelines of the Monterey Bay Aquarium's Seafood Watch program. Seafood should be purchased fresh when available locally or frozen at the source to ensure quality, and never air-freighted.

Olive and canola oils are used for everyday salad dressings. Specialty oils for other purposes (i.e. walnut oil or chili oil). Peanut oil is never used in the preparation of our food.

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

<http://www.bamco.com/about-us/kitchen-principles>

Low Impact Dining

Responsible Party

Katie McKenna
General Manager
Bon Appetit

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.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

72

A brief description of the methodology used to track/inventory expenditures on animal products:

Bon Appetit tracks all purchases and summarizes these purchases in a report for each location. Bon Appetit has a strong relationship with local farmers and vendors which they are continuing to build.

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”):

There are vegan dining options at every meal in both dining halls. One of the dining halls has a station which always has vegan options for lunch/dinner, and has recently expanded to vegan breakfasts during the week. The other dining hall always has a type of veggie burger and salad bar options. Many of the entrees offered are available with meat or as a vegan option.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

Since this is an educational institution, Bon Appetit strives to educate the students on their dining choices. Last year they had a demonstration cooking event featuring plant-based proteins. They showed the students how easy it is to get the protein they need from various plants. They also celebrate their Low Carbon Diet Day which highlights many vegan items that will help the environment - giving the students non-meat options that are full of flavor to encourage students to eat less meat.

Bon Appetit works closely with local vendors to increase their purchases of sustainable products across the board.

The website URL where information about where information about the vegan dining program is available:

http://apps.carleton.edu/campus/dining_services/menus/

Annual dining services expenditures on food:

2,465,379 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

616,079 US/Canadian \$

Annual dining services expenditures on sustainably produced animal products:

336,624 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.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	191,194 <i>MMBtu</i>	183,689 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	41,952 <i>MMBtu</i>	45,670 <i>MMBtu</i>
District steam/hot water	135,710 <i>MMBtu</i>	137,019 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

Gross floor area	1,927,731 <i>Gross Square Feet</i>	1,680,023 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	61,039 <i>Square Feet</i>
Healthcare space	550 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	8,069
Cooling degree days	915

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

The baseline corresponds with Carleton's first greenhouse gas inventory that was aided and verified by Sightlines, a facilities benchmarking and analysis firm.

A brief description of any building temperature standards employed by the institution:

Each week, Carleton's HVAC technicians enter the weekly classroom and office room schedule information into the Building Automation System. Temperatures in the rooms are adjusted to align with occupied hours.

A brief description of any light emitting diode (LED) lighting employed by the institution:

Carleton recently replaced over 100 highly inefficient MR16 light bulbs with LEDs in our language and dining facility and one section of the Gould Library. Exterior wall packs are being replaced by LED fixtures as they burn out. We are also beginning to install bi-level LED light fixtures with occupancy sensors in all enclosed stairwells. Furthermore, all underwater pool lights in our two swimming facilities have been replaced with LED lights this summer.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

All restrooms in buildings constructed since 2009 have occupancy sensors and we are currently updating all campus restrooms to the same standard. External "wall pack" lights are controlled by photocells, and new or replacement lights will be LED. Recent lighting retrofits in the Library, Language and Dining Center and Recreation Center included timers scheduled through a central control system, occupancy sensors in all book stacks and restrooms, photocell sensors along well-lit walls and advanced controls for the facilities as a whole.

A brief description of any passive solar heating employed by the institution:

None at this time.

A brief description of any ground-source heat pumps employed by the institution:

None at this time.

A brief description of any cogeneration technologies employed by the institution:

None at this time.

A brief description of any building recommissioning or retrofit program employed by the institution:

Carleton has engaged professional engineering firms to perform ASHRAE Level 2 energy audits on ten primary campus buildings. Audits focused on high energy users such as athletic buildings, science building and dining facilities. Audit efforts continue, with the goal of auditing all building on the district energy system within 5-6 years.

A brief description of any energy metering and management systems employed by the institution:

Carleton has a Siemens Apogee Insight system which monitors and controls all buildings served by the campus central utility plant. This system is used to control temperature set points, HVAC components and some electrical/lighting systems.

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

Carleton purchases Energy Star certified appliances as a campus standard.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

The Grounds Department is gradually decreasing the total area of non-recreational mowed turf landscape, replacing this area with natural landscapes.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

None at this time.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

<http://apps.carleton.edu/sustainability/campus/energy/audits/>

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

The performance year is considered to be fiscal year 2013.

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

Clean and renewable energy from the following sources::

	Performance Year
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	13,526 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
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	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 <i>MMBtu</i>

Total energy consumption, performance year:

191,194 *MMBtu*

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

Carleton's second wind turbine, a General Electric XLE 1.6 MW turbine, was installed in the Fall of 2011 and provides electricity directly to Carleton's electric grid. Carleton also has a 9 kW solar PV array which produces an annual average of 10 MWh per year.

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

Carleton has a solar panel array on its Cassat-James residence Hall which provides solar thermal heating for domestic hot water. We do not currently have the ability to measure cumulative btu production.

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

Carleton installed its first commercial-sized wind turbine in 2004. This 1.65 MW turbine is connected to the public utility grid and provides 3900 - 4300 MWh of electricity annually. Both the power and the Renewable Energy Credits are sold to the public utility, so Carleton cannot count this production as an offset to its annual GHG emissions inventory.

A brief description of the RECs and/or similar renewable energy products:

None at this time.

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

<http://apps.carleton.edu/sustainability/campus/energy/>

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Jay Stadler
Grounds Manager
Facilities

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">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<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"> • Integrated pest management (see above) • 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 • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • 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 • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • 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 • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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::

	Area
Total campus area	1,040 Acres
Footprint of the institution's buildings	44.25 Acres
Area of undeveloped land, excluding any protected areas	870 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	125 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

The IPM plan :

Although there is no written IPM plan, Carleton grounds does follow certain protocol to ensure that as few synthetic chemicals are needed as possible. This includes keeping herbicides off of Carleton's main campus, and converting grounds so that they have lower intensity management.

A brief summary of the institution's approach to sustainable landscape management:

The continued use and expanded transition to native hardy plant material for the majority of our landscape areas. Turf conversion projects that reduce maintained turf areas into low maintenance naturalized space. Introduction of turf varieties which require fewer inputs (fertility, water use). All of these things and including increased care of our decidedly green spaces.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Carleton College has four landscape zones with a design strategy for each zone. The design strategy in each zone includes a focus to feature and consist primarily of plant species native to Rice County and southeastern Minnesota with the understanding that responsible and sustainable land practices favor the selection and predominant use of fully hardy species that are native and/or adapted to the region.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

In general, the mower decks mulch the grass clippings well and the organic matter and nutrients are returned to the turf, unless an area gets away from the Grounds department. Then, the grass clippings are collected and placed in a campus compost pile. All other organic yard waste goes into this pile as well, excluding woody materials.

A brief description of the institution's organic soils management practices:

We do not currently have an organic soils management practice.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

We are in the process of re-writing our campus design and construction standards to reflect the use of recycled and naturally occurring materials in construction. We are also specifying planting zones and engineered soils that promote deep rooting and lower maintenance of our installed plants. We have also issued do not plant lists as part of our standard to minimize our risk of introducing exotic, invasive plant materials into campus.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

During restoration of green space and landscape zones we have been conscious of how water moves and where it is going. Our goals in many instances are to capture the water for infiltration purposes. Not all areas is this practice possible but we are trying to integrate infiltration and reuse into our restoration projects.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

The Grounds department attempts to remove snow as it falls to reduce the need for using deicing chemicals and sand. Carleton also pre-treats high traffic areas with a moderate amount of deicer to avoid snow pack and the need for larger amounts of deicer. Carleton College also uses only about a 20% salt content sand/salt mixture to tread most of the road/walkways.

A brief description of any certified and/or protected areas:

McKnight Prairie which is 7 miles from campus is a 33 acre plot of original prairie that the college owns and manages (primarily invasive species control).

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:

Responsible Party

Nancy Braker
Arboretum Director
Biology

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.

"---" 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:

Carleton owns McKnight prairie a protected 33.5 acre plot of land 7 miles from the college. Unlike the surrounding areas, it has been virtually undisturbed by agriculture and other development and represents original prairie.

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:

Yes, these assessments are always ongoing since we routinely find new species. We have excellent data on plants, birds and small mammals. Invertebrate assessment is less complete but some groups have been well surveyed.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Information is compiled on the Cowling Arboretum website:

<http://apps.carleton.edu/campus/arb/habitats/>

<http://apps.carleton.edu/campus/arb/species/>

<http://apps.carleton.edu/campus/arb/management/>

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

Programs are summarized on the Cowling Arboretum website (

<http://apps.carleton.edu/campus/arb/management/>

) and a copy of the Arboretum Strategic Plan is available upon request. Further details are as follows:

Carleton College Cowling Arboretum consists of approximately 880 acres of land and has been a State Game Refuge for decades. Restoration projects over the past 20 years have focused on creating large blocks of native plant community types including floodplain forest, upland forest, oak savanna and tall grass prairie. The "Arb" has small populations of two rare turtles (*Clemmys insculpta* and *Emydoidea blandingii*), one rare mammal (*Microtus ochrogaster*) and three threatened plant species: jointed sedge (*Carex conjuncta*), ovate-leaved skullcap (*Scutellaria ovata*) and kitten-tails (*Besseyia bullii*).

The Cole Naturalist Program trains students in natural history and nature interpretation and provides opportunities for students to lead field trips for the College and local community. There are also workshops and programs focused on prescribed fire, invasive shrub control, and wildlife management.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

<https://apps.carleton.edu/campus/arb/>

Purchasing

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

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

Carleton works to recycle all of its computer products through Materials Processing Corporation (MPC).

"---" 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:

The electronics purchasing policy, directive, or guidelines :

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

Carleton currently purchases computer products from Dell, Apple and Lenovo on an annual basis. Carleton seeks to purchase computer products that are EnergyStar or EPEAT certified. Carleton's last purchase order (2010) included computer products that were all EPEAT Gold certified except for the Dell U2211H, which is EPEAT Silver certified. Although Apple provides some green initiatives from packaging, Carleton does not currently pursue that option, instead choosing to consolidate shipping by ordering on an annual basis.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	23,750 US/Canadian \$
EPEAT Gold	134,473 US/Canadian \$

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

158,223 US/Canadian \$

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<https://apps.carleton.edu/sustainability/campus/procurement/electronics/>

Cleaning Products Purchasing

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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

Submission Note:

Additional information available at:

<http://apps.carleton.edu/campus/facilities/sustainability/GreenCleaningProducts/>

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:

The green cleaning product purchasing policy, directive, or guidelines:

Where possible, the Facilities department at Carleton prefers to purchase Green Seal or EcoLogo certified products. All of the cleaning products used by the custodial staff at Carleton are either Green Seal or EcoLogo certified.

<http://apps.carleton.edu/campus/facilities/sustainability/GreenCleaningProducts/>

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

The Facilities department at Carleton aims to reduce the environmental impacts of cleaning products, janitorial paper products and trash bags by purchasing custodial products that honor the environment. All of the cleaning products used by the custodial staff at Carleton are either Green Seal or EcoLogo certified. All janitorial paper products are post consumer based and EPA compliant, meaning all paper products must be 40 percent recycled for roll towels and 20 percent for bath tissue.

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:

45,337.16 US/Canadian \$

Total expenditures on cleaning and janitorial products:

63,193.38 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?:

No

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:

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

Corporate contract from Jan/San supplies: "Supplier to offer and provide Green Seal approved chemicals, paper and equipment where applications are applicable and competitive."

The website URL where information about the institution's green cleaning initiatives is available:

<https://apps.carleton.edu/sustainability/campus/procurement/custodialproducts/>

Office Paper Purchasing

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

Carleton College does not have a directive to purchase recycled paper since recycled content office paper jams the printers. A significant portion of our office paper purchases are eucalyptus, a rapidly renewable material that is Forest-Stewardship Council certified. We do not have a breakdown of total purchases based on FSC certification.

"---" 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:

The paper purchasing policy, directive or guidelines:

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

Does the institution wish to pursue 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::

	Expenditure Per Level
10-29 percent	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

30,326.50 US/Canadian \$

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<https://apps.carleton.edu/sustainability/campus/procurement/officesupplies/>

Inclusive and Local Purchasing

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

[Local Vendor policy.docx](#)

The policy, guidelines or directive governing inclusive and local purchasing:

"Carleton College has traditionally supported doing business with local vendors, minority and women owned businesses and vendors who are environmentally committed. Many online ordering sites have icons which help you identify products from these types of vendors. Carleton College encourages all internal departments to include these types of vendors and their products when looking to source a service or commodity.

The College is running a campaign in Rice County to enact policies that will promote the growth of a sustainable and fair agricultural system in our region. Together with members of Food Truth, local foods activists and sustainable farmers around Northfield, we are working to build grassroots pressure and lobby our county commissioners to pass the Local Foods Purchasing Policy and the Organics

Conversion Policy."

-policy on procurement from Local Vendors, Minority or Women Business Enterprise (MBE/WBE) Vendors and Environmentally Committed Vendors

Statement on local purchases (per Randie Johnson, Purchasing Manager):

Carleton College annually reviews the purchases that are directed to the local community and we have a representative that is a board member for the local Chamber of Commerce. We belong to a local purchasing cooperative that sets up many local contracts that are used by Carleton and several other educational institutions in our area.

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:

Life Cycle Cost Analysis

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

"---" 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?:

Yes

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):

Carleton evaluates energy conservation projects and energy / water aspects of new construction or renovations on the basis of LCCA. We do not, however, have a formal policy or procedure document to this effect.

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Randie Johnson

Purchasing and Risk Manager
Business Office

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.

Submission Note:

Further information about Carleton's sustainable purchasing policies can be found here:

<https://apps.carleton.edu/sustainability/campus/procurement/>

"---" 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):

[AASHE info 1.5.15.docx](#)

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

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:

Each year, Carleton works with its food service provider, Bon Appetit to complete the Real Food Calculator which quantifies the percent of purchases that qualify as "real food" (local, fair trade, humane and environmentally sound).

The website URL where information about the institution's guidelines for its business partners is available:

http://apps.carleton.edu/handbook/financial/?policy_id=868505

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

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

Two 2008 Toyota Prius

Two Ford C-Maxs 2013

One 2010 Ford Fusion Hybrid

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

Six 2008 Dodge Grand Caravan (dual fuel)

One 2010 Dodge Grand Caravan (dual fuel)

Total number of vehicles in the institution's fleet :

13

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	5
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

Five of Carleton's vehicles are gasoline-electric hybrids. We also have seven dual fuel vehicles that use E85 or higher ethanol.

The website URL where information about the institution's support for alternative fuel and power technology is available:

<https://apps.carleton.edu/campus/fleet/types/>

Student Commute Modal Split

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

Over 90% of Carleton's students live on campus. Those who live off-campus are within a comfortable walking distance and generally walk or bike to campus.

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

Total percentage of students that use more sustainable commuting options:

100

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)	0
Walk, bicycle, or use other non-motorized means	100
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

A brief description of the method(s) used to gather data about student commuting:

Campus Sustainability Data Collector | AASHE

The website URL where information about sustainable transportation for students is available:

<https://apps.carleton.edu/transportation/>

Employee Commute Modal Split

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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:

30

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)	70.20
Walk, bicycle, or use other non-motorized means	23.10
Vanpool or carpool	6.30
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0.50
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

In 2013 survey was conducted of all Carleton College employees. All faculty and staff were surveyed, and 614 responses were recorded.

The website URL where information about sustainable transportation for employees is available:

<https://apps.carleton.edu/sustainability/campus/transportation-initiatives/commutesurvey/>

Support for Sustainable Transportation

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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

"---" 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:

Carleton has various bike parking facilities throughout campus and has several bike maintenance stations placed in high-traffic locations. Employee showers are available at the Recreation Center, Cowling Gym, West Gym and Laird Stadium.

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:

There are bike racks within 50 feet of every academic building and non-residential building (with the exception of West Gym). There is also bike storage next to all residential buildings, however much of it is out of doors and exposed to the elements. There are several residence halls that have storage for school breaks including Watson hall.

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:

Because Carleton is residential, the majority of our paths accommodate only foot and bike traffic (and many exclude cars). The roads that do come into campus are low traffic (although they do not have designated bike lanes).

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

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):

The LOCAL bus program provides evening and weekend transportation around Northfield for Carleton and St. Olaf students as well as the general public. Destinations include Target, Cub Foods, Northfield Urgent Care, and downtown Bridge Square. The bus is free for Carleton and St. Olaf students and is subsidized by both colleges and their student governments.

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:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Go! Northfield-Dundas offers an open ride board that is a public service for all members of the Northfield community, including Carleton College and St. Olaf College students. Users can post notices requesting a ride or calling for passengers. Carleton College also offers a Carleton Rideshare Map in which Carls can identify potential carpool candidates, making it easier to take advantage of carpool opportunities. Carleton employees independently participate in the Metro Transit sponsored vanpool program.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Enterprise Car Share is a membership-based car sharing program offered to Carleton students, faculty and staff. Students pay a \$35 annual membership fee and receive in \$35 driving credits toward the hourly rate. Faculty and staff pay a \$50 annual fee plus an hourly

rate.

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:

In 2013 Carleton installed an Coulomb CT 2021 Level 2 EV charging station. There is also a conduit run to a second location for easy installation of a second station.

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:

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:

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

The college rents college-owned houses to faculty and staff. This benefit is primarily used by new employees and/or faculty who do not yet have tenure positions.

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:

The website URL where information about the institution's sustainable transportation program(s) is available:

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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*.

Submission Note:

2005 data was not tracked and is extrapolated. Carleton's waste stream is measured on a volume basis, so compost, recycling and landfill waste weights are rough estimates.

Carleton students and the institution donate, reuse and resell a huge number of goods. Unfortunately, due to the high volume and the difficulty of weighing all those items, we are unable to say how many tons we divert each year.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	169.59 Tons	525 Tons
Materials composted	241.37 Tons	0 Tons

Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	471.35 Tons	544 Tons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,780	1,584
Number of residential employees	40	40
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,023	1,998
Full-time equivalent of employees	720	664
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, 2013	June 30, 2014
Baseline Year	Aug. 1, 2010	July 30, 2011

A brief description of when and why the waste generation baseline was adopted:

In 2010 Carleton switched waste collection vendors, and started to require more rigorous data collection.

A brief description of any (non-food) waste audits employed by the institution:

Student waste monitors sort waste weekly to determine the proportion of contaminated bins, and what percentage of the waste stream is compostable, recyclable or waste. They produce signage for residence halls which reports each dorm's performance relative to others. This data was also recently used in a statistics consulting course at Carleton.

A brief description of any institutional procurement policies designed to prevent waste:

In 2014, Carleton started working with Cort Furniture to manage visiting faculty apartment furniture. The program works such that when the college no longer needs the furniture, it is reused by other subscribers. This limits the amount of furniture that is purchased and thrown away.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

The Carleton Office Supply Swap is housed in the sustainability office. Staff and faculty can drop off unwanted supplies or pick up things they need at no charge. A sign-in sheet tracks usage.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Carleton's course catalog is available online and registration is an online process. The Carleton online directory is the primary source for staff, faculty and student directory information, there are no printed faculty/staff directories.

A brief description of any limits on paper and ink consumption employed by the institution:

Carleton recently implemented PaperCut as its print management solution in the fall of 2012. The program charges \$0.04 for white and black and \$0.15 for color per page. Students start off each academic year with a \$30 credit, meaning the first 750 white and black pages are free until students begin to pay out of their own pocket.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Carleton has the "Lighten Up Garage Sale" at the end of every year, where the ACT (Acting in the Community together) center organizes drop-off receptacles for students' unwanted possessions. The resulting sale generates profits for local charities. In addition, Carleton has a tri-weekly newsletter called the NNB (Noon News bulletin) in which students can put free ads for items that they are looking to buy, sell or give away. We do not measure the weight of donated or reused items, however the quantity is very high.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Our ITS purchases electronics with minimal packaging where possible.

A brief description of any food waste audits employed by the institution:

In winter of 2013 sustainability assistants and volunteers measured the amount of food waste produced by students during one week. There is no systematic waste audit conducted by Bon Appétit. Bon Appétit occasionally weighs the food waste produced by their food preparers and chefs to minimize the amount of food waste produced (such as peels etc).

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:

As stated above, the audit that Bon Appétit completed of their staff sought to reduce food waste.

For outdoor events, BA manages the number of buffet lines so that food does not become stranded and wasted (they also limit the number of trays of produce they put out by placing only one type of vegetable on each tray). Additionally, leftovers from menu items are planned into the subsequent day's menu, and soups are frozen or transported to Carleton's cafe for the next day's meal. Broths are created from the stock of vegetables that would otherwise be disposed.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Through a student-led initiative, Carleton instituted trayless dining in one of its two campus dining halls. The program began as "Trayless Tuesdays" in the 2010-2011 academic year and was expanded by student referendum to "Trayless Everyday" for the 2011-2012 academic year and beyond. The program applies to student dining, not the two commercial cafes. There are structural constraints to making the second dining hall trayless.

The Food Recovery Program operated through the CCCE collects and delivers food from the dining halls to the local food pantry.

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):

In fall of 2014 a reusable cup program will be instituted in the dining halls to replace paper take-out cups. In our cafe, this project has been discussed, but as of yet, there have been no economically viable alternatives to the compostable to-go containers that are currently in use.

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):

Carleton uses metal reusable silverware for dine in meals and "Eco Products" plant based plastic compostable silverware for to-go meals. They are BPI certified.

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:

Patrons in our cafes can purchase a drink for \$1.25 (no matter what size) with use of a reusable mug. Without the discount, a large is \$1.80 and a small is \$1.44.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution's waste minimization initiatives is available:

<https://apps.carleton.edu/sustainability/campus/waste/>

Waste Diversion

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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*.

Submission Note:

For further information on Carleton's waste programs, see
<https://apps.carleton.edu/sustainability/campus/waste/>

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

Materials diverted from the solid waste landfill or incinerator:

411 Tons

Materials disposed in a solid waste landfill or incinerator :

471 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:

It is Carleton's dining provider composts all pre and post-consumer food waste produced in the dining halls. Every campus building contains single-stream recycling, compost and landfill waste containers which are co-located in centralized locations. In addition, compost receptacles are located in every campus kitchen and bathroom. All college-owned appliances and electronic equipment are sent to specialized appliance and electronics recycling facilities. Carleton also re-purposes unwanted materials through donations and collects student move-out waste at the end of each year for our annual "Lighten Up" garage sale.

A brief description of any food donation programs employed by the institution:

There is currently a pilot program being implemented by students in collaboration with our food service provider to determine how much food is available after meals that could be donated. A system for delivery will also have to be developed. Students have completed a feasibility study on the food that is left over after the meal periods. We have set up a working group, and have connected with Food Recovery Network (Bon Appétit has partnered with FRN). Plans are to begin this project during the 2013-2014 academic year. Currently the struggle is finding a place to donate the product.

A brief description of any pre-consumer food waste composting program employed by the institution:

All pre-consumer food waste for food prepared by Carleton's food provider is composted.

A brief description of any post-consumer food waste composting program employed by the institution:

All postconsumer food waste at Carleton is composted by an outside company. Additionally, only compostable products are used at major outdoor catered events (typically 5 per year).

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes

Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

For non-LEED projects, we do not currently have data on construction and demolition materials that have been recycled, donated or otherwise recovered. The last two major campus construction projects (Weitz Center 2011 and Cassat and James Halls 2009) were or are about to be all LEED gold certified, which requires a certain percentage of construction waste to be recycled, donated or otherwise recovered.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

6,593 Tons

Construction and demolition materials landfilled or incinerated :

0 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:

For Carleton's Weitz Center project (completed Sept 2011) the contractor tracked waste for LEED requirements. For that project, total Waste (2010-2011) was 7136.40 tons of which 6592.89 tons were recycled/re-used (92%)

Calendar year 2011 Waste for the Weitz Center project was 640.37 tons of which 558.46 tons were recycled/re-used (87%)

The large amount of demolition (1954 classroom wing and 1934 auditorium balcony) occurred in 2010 and boosted the overall material recycling.

Hazardous Waste Management

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

"---" 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:

Carleton's Environmental Health and Safety officer oversees proper removal and disposal of hazardous materials.

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

Items are packaged in sealed containers and labeled according to what type of material is contained within. Certified hazardous waste removal companies pick up the material and provide Carleton with a manifest that documents proper handling and disposal.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

In progress: our science lab managers and environmental health and safety managers are developing a comprehensive chemical inventory and storage plan.

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):

All campus-owned electronics are managed by Carleton's ITS (Information and Technology Services) department. They manage personal computer replacements and reclaim all electronic materials that are no longer of use to the College. All electronic waste is sent to a dedicated electronics recycling company

<http://www.mpc-e.com/>

. There is no policy for personal electronic equipment but collection bins are provided by Carleton's Presentation, Events and Production Support (PEPS) staff.

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

Carleton sends all electronic waste to Materials Processing Corporation recycling (

<http://www.mpc-e.com/>

) They provide a follow-up report to confirm quantities of recycled material.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<https://apps.carleton.edu/sustainability/campus/waste/guide/>

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.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

Although we don't have a formal stated commitment, Carleton has implemented numerous water use reduction measures including:

- low-flow showerheads in residence halls
- targeted irrigation practices
- water consumption monitor and annual water reduction competition
- elimination of bottled water from athletics packs.

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

Level of water risk for the institution's main campus:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	37,697,219 Gallons	33,369,024 Gallons

Potable water use::

	Performance Year	Baseline Year
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Potable water use	32,977,707 <i>Gallons</i>	29,266,805 <i>Gallons</i>
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Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,042	1,821
Number of residential employees	5	5
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,042	1,821
Full-time equivalent of employees	669	740
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,927,731 <i>Square Feet</i>	1,460,055 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	1,005 <i>Acres</i>	1,005 <i>Acres</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2008	Dec. 30, 2008

A brief description of when and why the water use baseline was adopted:

This was the first year we started (reliably) tracking our greenhouse gas emissions, so it serves as the baseline year for our Climate Action Plan.

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:

A brief description of any water metering and management systems employed by the institution:

Carleton's Siemens Apogee system collects daily water meter readings from 17 campus buildings. In addition, almost all on-campus buildings (53) have water meters manually read once a month. Our 46 off-campus buildings have their water meters read by the city once a month. Meter readings are compiled and made publicly available on Carleton's Lucid Building Dashboard site at buildingdashboard.net/carleton

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

The majority of residence hall faucets have been replaced with low flow faucets. Funding for part of this initiative came from the student Sustainability Revolving Fund.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Carleton's design and construction standards require low-flow fixtures.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

We do not have xeriscaping practices.

A brief description of any weather-informed irrigation technologies employed by the institution:

While we do not irrigate most of our landscape, and instead choose to use hardy, zone specific plantings, one of our lawns has a smart control system that incorporates evapotranspiration data from our local weather station. It uses this information to regulate the amount of water it uses on the lawn. Information on evapotranspiration is monitored through daily reports.

A brief description of other water conservation and efficiency strategies employed by the institution:

The website URL where information about the institution's water conservation and efficiency initiatives is available:

<https://apps.carleton.edu/sustainability/campus/water/>

Rainwater Management

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

"---" 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?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Carleton is required to develop a Stormwater Pollution Prevention Plan (SWPPP) for major new development projects. We have also implemented a variety of initiatives on campus in order to manage stormwater runoff, including bio-swales and permeable paving.

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:

We are exploring the potential of harvesting rooftop rainwater for an irrigation cistern.

Rainwater harvested directly and stored/used by the institution, performance year:

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:

No.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Carleton installed porous paving outside of our student center as well as outside of several other buildings on campus, including the parking lot adjacent to Cassat and Memorial halls, the parking lot and patios next to the Weitz Center for Creativity, the 2nd and Division Street parking lot and several other locations around campus.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

We have two man-made lakes on campus, Lyman Lakes, that act as retention ponds for campus and city stormwater. There is also a retention pond in Carleton's Arboretum that captures stormwater from the Rec Center and the parking lots. There is also a retention pond

south of Prentice House that collects stormwater runoff from the Prentice house parking lot as well as from the Carleton townhouses.

A brief description of any bioswales on campus (vegetated, compost or stone):

Carleton installed bio-swales outside of our newly constructed dorms, Cassat and Memorial Hall. There are additional vegetated swales at the 2011 Weitz Center for Creativity.

A brief description of any other rainwater management technologies or strategies employed by the institution:

There are 2 "storm ceptors" below the Language and Dining Center that filter out sediment and floatables from storm water before it enters Lyman lakes. In addition, when we reconstructed the Nourse quad last summer, we removed the clay material under the sod and installed a sandy/ granular base. While this was done primarily to provide better conditions for growing turf grass here, this area will also likely serve as a large infiltration area.

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

Wastewater Management

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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:

3,551,696 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

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.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

"---" 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:

In the last three years Carleton has completed several lighting retrofits, which save the college a considerable amount of electricity. In 2011, Carleton installed its second wind turbine which is connected directly to the Carleton grid. Sustainability assistants have worked on student educational initiatives such as Climate Action Week, where the different dorms try to reduce the most electricity. In early 2013 Carleton launched the Lucid Energy Dashboard, which allows members of the campus community to use data and has streamlined the data management generally.

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 Environmental Advisory Committee is a standing College committee dedicated to upholding the Environmental Statement of Principles and the Carbon Neutrality Value Statements at Carleton College, ensuring that these visions and ideals are incorporated into all aspects of College function.

Environmental Statement of Principles: Carleton College recognizes that it exists as part of interconnected communities that are impacted by personal and institutional choices. We are dedicated to investigating and promoting awareness of the current and future impacts of our actions in order to foster responsibility for these human and natural communities. Carleton strives to be a model of stewardship for the environment by incorporating ideals of sustainability into the operations of the College and the daily life of individuals

Carbon Neutrality Value Statement: Carleton College recognizes that global warming is one of the greatest local and global challenges of our time. The College values the goal of carbon neutrality as a priority for our community, recognizing that this goal merits the consideration of allocation of resources to research and implement technological and behavioral change. The College commits to developing a framework to reduce greenhouse gas emissions with the input of students, staff and faculty. In doing so, Carleton reaffirms its commitment to sustainability as articulated in the Environmental Statement of Principles

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Bereket Halib, Professor of Geology; Tsegaye Nega, Director of Environmental Studies; Steven Spehn, Director of Facilities; Justin London, Professor of Music; Martha Larson, Manager of Campus Energy and Sustainability; Amy Sillanpa, Associate Director of Residential Life; and students Zander Deetz, Morgan Richmond, Gina Hatch, Sarah Goldman and Jake Kramer.

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

<https://apps.carleton.edu/sustainability/about/eac/>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The sustainability office consists of one staff member and eight student workers. Located within the Facilities department, the sustainability office works on various campus sustainability initiatives focused on waste reduction, energy conservation, energy data collection, and food systems. The office also organizes numerous annual events such as New Student Week sustainability presentations, Green Wars energy conservation competitions and Earth Week activities. Student sustainability office employees serve as liaisons to other student groups and campus committees.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

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

<http://apps.carleton.edu/sustainability/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Martha Larson

A brief description of each sustainability officer position:

In addition to supervising the eight student sustainability assistants, the Manager of Campus Energy and Sustainability manages sustainability operations projects, external surveys, and outreach activities on behalf of Carleton. Recent projects included construction of our second wind turbine, lighting retrofits, launch of an energy dashboard system, energy audits and retro-commissioning, and building sub-meter additions. The Manager of Campus Energy and Sustainability is also in charge of implementing Carleton's Climate Action Plan, which outlines how Carleton will reach its goal of carbon neutrality by 2050.

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

<http://apps.carleton.edu/sustainability/about/contact/>

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	No
Research (or other scholarship)	Yes	No
Campus Engagement	Yes	No
Public Engagement	Yes	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	No
Purchasing	Yes	No
Transportation	No	No
Waste	Yes	Yes
Water	---	---
Diversity and Affordability	---	---
Health, Wellbeing and Work	---	---
Investment	---	---

Other

A brief description of the plan(s) to advance sustainability in Curriculum:

In 2011 Carleton signed the American College and University Presidents Climate Commitment (ACUPCC), which led to the creation of Carleton's Climate Action Plan. Carleton's CAP outlines how the institution will reach carbon neutrality by 2050 as well as promoting sustainability in the educational agenda of the college.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

As stated above, Carleton is working toward carbon neutrality by 2050. This includes many different strategies such as installing a second wind turbine (complete), implementing energy conservation and behavior change programs, increasing new construction / renovation building efficiency, tying into our first turbine or reclaiming it's RECs from the utility (this turbine currently serves the public grid), etc.

Accountable parties, offices or departments for the Curriculum plan(s):

Environmental Studies and other departments associated with this inter-disciplinary program.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

No formal plan is in place.

The measurable objectives, strategies and timeframes included in the Research plan(s):

N/A

Accountable parties, offices or departments for the Research plan(s):

N/A

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Carleton's Center for Community and Civic Engagement (CCCE) added an "Energy and Environment" node to its existing focus areas of public health, food systems and education. This department employs three full-time staff who facilitate academic civic engagement projects in the curriculum - on projects with both campus and community partners - and volunteer initiatives both during term and breaks. The department employs multiple students tasked with shepherding their chosen focus area, building connections across campus, running volunteer programs. etc.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

Center for Community and Civic Engagement employees, working in partnership with professors and the Manager of Campus Energy & Sustainability.

A brief description of the plan(s) to advance Public Engagement around sustainability:

See above.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

Center for Community and Civic Engagement employees, working in partnership with professors and the Manager of Campus Energy & Sustainability.

A brief description of the plan(s) to advance sustainability in Air and Climate:

Carleton's Climate Action Plan - submitted to Second Nature in May 2011 - details our plan to reduce greenhouse gas emissions via several tangible strategies. This plan includes three specific reduction milestones (2020, 2025 and 2030) leading up to our ultimate goal of net zero carbon emissions by the year 2050.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Install second wind turbine by fall 2011; 3378 MTCDe reduction
Ongoing energy conservation efforts; 1770-2963 MTCDe reduction
More efficient space utilization (life of plan); total reduction of 570 MTCDe
Green building standards (life of plan); total reduction of 1140 MTCDe
Central plant conversion to hot water w/ geothermal (timing TBD): 7600 MTCDe

Accountable parties, offices or departments for the Air and Climate plan(s):

Facilities Department (includes Sustainability Office, Custodial Services, Capital Projects and Maintenance).

A brief description of the plan(s) to advance sustainability in Buildings:

All new buildings and major renovations must meet at least LEED silver standards. Building energy intensity will be the primary focus of these efforts, designs will be built to a specific EUI target and/or % below current code.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Lower baseline (2008) campus-wide energy use intensity by 20% over the life of the climate action plan (now to 2050).

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Department.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Carleton uses the Real Food Calculator to track and analyze food purchases. The calculator tracks percentages of food and beverage purchased (by dollar amount) for fair trade, local, humane and organic. This calculation is done twice annually - once during harvest season when local produce is readily available, and once during winter term when it is not. Carleton has a "real food task force" including students, Carleton staff and dining staff who meet at least once a term to review progress and outcomes, plus develop strategies for increasing our quantities of "real food."

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Currently we purchase 23-24% (average) "real food" each year. Our general goal is to increase that percentage annually, but no formal target has been set.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Dining Service Provider (Bon Appetit)
Auxiliary Services
Center for Community and Civic Engagement
Sustainability Office

A brief description of the plan(s) to advance sustainability in Energy:

Carleton established an online energy information database that captures information from all available campus steam, water, electricity and gas meters plus our two wind turbines and our utility bills. In 2011, we launched an energy audit and retro-commissioning program which systematically evaluates building groups by type. Athletics, Science and Dining audits are complete and energy audit recommendations have either been implemented or are scheduled for implementation.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

We aim to audit 3-6 buildings per year, eventually building a continuous commissioning system that will allow us to monitor buildings on a "real time" basis.

Accountable parties, offices or departments for the Energy plan(s):

Facilities Department (primarily Sustainability / energy and maintenance department).

A brief description of the plan(s) to advance sustainability in Grounds:

A comprehensive landscape plan is yet to come.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

TBD

Accountable parties, offices or departments for the Grounds plan(s):

Facilities Office (grounds department)

A brief description of the plan(s) to advance sustainability in Purchasing:

We have documented existing "green" purchasing practices on our website, but have not yet established written plans or targets for advancing current efforts.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

TBD.

Accountable parties, offices or departments for the Purchasing plan(s):

Business & Finance, Sustainability, Custodial, Campus Services, ITS.

A brief description of the plan(s) to advance sustainability in Transportation:

We have documented existing "green" transportation practices on our website (such as our hybrid vehicle fleet and public transit offerings), but have not yet established written plans or targets for advancing current efforts.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

TBD.

Accountable parties, offices or departments for the Transportation plan(s):

Campus Services.

A brief description of the plan(s) to advance sustainability in Waste:

We continue to work with our waste vendor to track and monitor waste use. We have implemented in all campus buildings a "triple bin" waste receptacle design which co-locates compost, landfill and recycling together, increasing convenience and education opportunities for our constituents. All college-purchased electronic equipment is sent to a local company (MPC) who resells or recycles items in their entirety.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

We have not established distinct timelines or targets, but engage in a process of continuous improvement.

Accountable parties, offices or departments for the Waste plan(s):

Custodial services, sustainability office.

A brief description of the plan(s) to advance sustainability in Water:

We have documented existing "green" water practices on our website (such low flow fixtures and non-irrigated landscape designs), but have not yet established written plans or targets for advancing current efforts.

The measurable objectives, strategies and timeframes included in the Water plan(s):

TBD.

Accountable parties, offices or departments for the Water plan(s):

Facilities office (grounds, sustainability), dining, residential life.

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Unknown.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Unknown.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Human Resources.

A brief description of the plan(s) to advance sustainability in Investment:

There is no formal plan at this time that outlines advancements to sustainability in investment.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

N/A.

Accountable parties, offices or departments for the Investment plan(s):

Finance and Planning, Investment office, Board of Trustees.

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

The institution has no formal, custom definition of sustainability but ascribes to the United Nations statement that sustainability is the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs.

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The strategic plan references the May 2011 Climate Action Plan as an "underlying assumption" that formed part of the foundation for developing the plan.

The website URL where information about the institution's sustainability planning is available:

<https://apps.carleton.edu/sustainability/about/cap/>

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

"---" 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:

All enrolled students are eligible to run for student council and for a number of positions on different committees. Each term a list of positions are submitted to the student body, and elections are held to fill those positions.

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?:

No

A brief description of student representation on the governing body, including how the representatives are selected:

Do students 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	---
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Establishing Organizational mission, vision, and/or goals:

Students are generally elected to the majority of campus committees. These committees take on different aspects of the college's mission. The best example is probably CRIC which is tasked with pursuing ethical investment and can influence the mission and vision of the college. CRIC is comprised of students, a faculty adviser and the Treasurer of the College, and is the liaison body to the Board of Trustees. In addition, students who sit on College Council are actively encouraged to provide their insight on whatever the College Council is discussing at the time. Most recently, they have been involved with the Strategic Plan, the Facilities Master Plan, the Sesquicentennial celebration, and the search for the next Vice President and Dean of Students.

Strategic and long-term planning-

As mentioned above, students were engaged in the creation of the strategic plan and the Facilities Master Plan, both through committees and meetings that were open to the campus community to provide feedback.

Existing or prospective physical resources- The Facilities Master Plan which delineates future physical resource management (campus growth and renovations) was submitted to students for comment in addition to students in pertinent committees.

Budgeting, staffing and financial planning: Again, CRIC is crucial part of financial planning. In terms of staffing, students in each department are encouraged to give feedback on potential professors.

Prioritization of programs and projects:

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:

Staff are present on most campus committees which are part of the governance process, and many serve in an advisory / support role to the Board of Trustees.

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?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Non-supervisory staff are not represented within the Board of Trustees.

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	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	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Staff are present on most campus committees including those related to campus design, budget, classrooms, technology, sustainability and more.

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:

Faculty are present on most campus committees including those related to campus design, budget, classrooms, technology, sustainability and more.

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?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Faculty are not formal members of the Board of Trustees.

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	Yes
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:

Faculty are present on most campus committees including those related to campus design, budget, classrooms, technology, sustainability and more.

The website URL where information about the institution’s governance structure is available:

<https://apps.carleton.edu/governance/>

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.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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
-

"---" 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:

Carleton College aspires to provide a liberal arts education that equips students with the skills to lead a fully realized life in a diverse and changing world. A Carleton education recognizes that the world's people differ in their race and ethnicity, culture, political and social worldviews, religious and spiritual understandings, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social and economic classes.

It is essential to our high academic standards that we be committed to creating a diverse campus community because:

Carleton has a responsibility to educate talented and diverse students, and we have a strong commitment to underrepresented groups. Carleton students must meaningfully encounter difference in order to grow personally and live fruitfully in society and contribute to its work.

The core principles of a liberal arts education are based on mutual respect, communication, and engagement, which commits us to create and affirm a culture of respect for people in all aspects of their lives. Carleton seeks to provide a welcoming and safe living and learning space, while we also recognize that the pursuit of a liberal arts education can involve discomfort and disagreement. Carleton affirms that the college and its community grow in understanding when established views are challenged.

A community that fosters diversity of thought and an open exchange of ideas can only emerge from the participation of individuals with different backgrounds and worldviews. Because creative and talented people come from many places and have many backgrounds, Carleton College is dedicated to attracting and retaining a diverse faculty, staff, student body, and Board of Trustees and sees this as among our highest priorities. Carleton's commitment to diversity will sustain and enrich the learning and living environment that defines the institution and its place in the world.

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://apps.carleton.edu/governance/diversity/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	---
Faculty	---
Administrators	---

A brief description of the cultural competence trainings and activities:

Students participate in mandatory orientation sessions during New Student Week, one of which is focused on diversity, "Creating Inclusion on Campus".

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Responsible Party

Joy Kluttz

Director

Intercultural and International Life

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
-

"---" 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) :

In the spring of 2007, the Carleton Diversity Initiative Group (DIG) contacted Rankin & Associates (R&A), a leader in conducting campus climate assessments in higher education. DIG invited R&A to present a proposal to the Carleton community and various selected constituent groups, which resulted in Carleton contracting with R&A to facilitate a campus-wide climate assessment.

Fact-finding groups were held in January 2008 to gather information from Carleton College students, staff, and faculty about their perceptions of the system climate. Using the information garnered in the fact-finding groups, R&A and a sub-committee of DIG developed the survey instrument that was administered to campus in April 2008. The Diversity Initiative Committee (DIG) sub-committee assisted in coordinating the survey effort on campus. The DIG sub-committee reviewed the survey template and revised the instrument to better match the campus context at Carleton College. The final survey contained 100 questions, including open-ended questions for respondents to provide commentary.

All members of the campus community (e.g., students, faculty, and staff) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, student and employee satisfaction, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus.

Has the institution assessed student diversity and educational equity?:

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

A brief description of the governance and public engagement assessment(s):

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

http://apps.carleton.edu/governance/diversity/campus_climate_survey/

Support for Underrepresented Groups

Responsible Party

Joy Kluttz

Director

Intercultural and International Life

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:

The Office of Intercultural & International Life (OIIL) fosters a campus-wide climate of respect. The office reflects the changing paradigms of the growth of many U.S. cultures reflected by currently enrolled students of color and international students and the needs of a diverse intercultural community. OIIL advocates for the promotion of a diverse and nondiscriminatory campus community, preparing students for pursuit of lifelong learning. The Office is open to assist all students regardless of race, gender, color, age, religion, disability, sexual orientation, and national or ethnic origin. However, the office has a unique role with regard to enhancing the overall quality of life for students of color and international students on campus by focusing on retention, programming, leadership development, training and education. The Office of Intercultural & International Life works to fulfill this mission through sponsoring guest speakers, cultural performances, art exhibits, discussion forums, and films. The office also maintains a small library, publishes an office newsletter, and supports a peer-mentoring program.

The website URL where more information about the support programs for underrepresented groups is available:

<https://apps.carleton.edu/campus/intercultural/>

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:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

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

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Graduate and professional school exploration and preparation are offered through Carleton's TRIO office.

The website URL where more information about the faculty diversity program(s) is available :

<http://apps.carleton.edu/campus/trio/>

Affordability and Access

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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
-

Submission Note:

<http://apps.carleton.edu/campus/trio/>

<http://apps.carleton.edu/admissions/>

"---" 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?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Carleton College meets 100% of demonstrated need for all admitted students. The average financial aid award for students enrolling at Carleton in 2012-13 was \$40,569. Carleton also works to reduce the amount of loans that a student has to take out; the average loan indebtedness of students graduating in 2013 was \$18,000.

In addition, the TRIO office offers:

- Scholarship, fellowship, and other financial resource information and exploration
- Textbook, laptop, and reference lending library
- Coordination with Fellowships Office - Each year, Carleton students achieve some of the most prestigious awards for graduate study and travel in many parts of the world.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

"Class Act" - engaging interested members of the TRIO/SSS and campus community in discussions about socioeconomic class issues and how they might impact the experience of TRIO eligible students at Carleton (organized and facilitated by TRiO/SSS peer leaders)

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Carleton College has many resources to prepare students from low-income backgrounds for higher education. Our Trio/SSS office works with 1st generation and low-income students to provide support throughout their time at Carleton and provides assistance for students seeking fellowships, internships, and graduate and professional schools. Carleton also provides Mellon Mays Undergraduate Fellowships, which provides a stipend for independent research as well as loan forgiveness if the student chooses to pursue a Masters or PhD.

Specifically, TRIO services include:

- Supplemental advising and mentoring (one-on-one meetings and individualized support)
- Professional writing assistance and tutoring available for all participants
- Peer mentoring program
- Social/Cultural programming
- Informational workshops (study skills, money management, library research, FAFSA and income tax support, etc.)
- Freshman retreats focusing on assessment, resources for success, and networking
- Sophomore retreat focusing on identity, self awareness and empowerment, cultural and spiritual connections, goals clarification, and the impact of these aspects of self on academic pursuits and achievement
- Sophomore Transition program (retreat, resume writing, choosing a major, exploration of career, internship and fellowship opportunities)
- Graduate and professional school exploration and preparation
- Beautiful house location for studying, socializing, relaxation, and community building

A brief description of the institution's scholarships for low-income students:

Carleton College is a partner institution with Questbridge, a national 501(c)(3) non-profit organization that works with outstanding low-income students to help them access top-tier educational opportunities. In addition to Questbridge, Carleton is a partner with the Posse Foundation, which works to identify public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. Finally, Carleton meets 100% of demonstrated need for every student that attends the college. Typically, 55-60% of the student body receives need based aid.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Carleton College works with all families to help them understand their financial aid options and to meet their demonstrated need 100% all four years of college. We mail each family that is applying for aid information about our resources and offer assistance to any family that has questions about the financial aid process.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Carleton participates in the Questbridge Conferences, which are held across the country in multiple locations every spring to expose low-income students to what Carleton can offer them. Carleton also provides need based scholarships for all of its seven summer programs. These programs are advertised to a wide range of non-profit offices across the country.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

In selecting each class, the admissions committee considers many qualities beyond academic promise. The committee asks questions such as: How active have you been in your school and community? Have you been involved in sports, student government, your religious community? Are you someone who will lead? Do you have a sense of humor? Can you rise to a challenge? Carleton takes a holistic approach to reviewing applications.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Carleton College provides a \$2,000 a year scholarship for students that are National Merit Finalists, National Achievement Finalist, and National Hispanic Recognition Finalists. Carleton College also provides the Fritch Scholarship, which is a \$10,000 a year scholarship designed for middle income families from small towns and non-metropolitan areas.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

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:

Carleton does not have any 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:

None.

A brief description of other policies and programs to support non-traditional students:

N/A

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

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	100
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:

<http://apps.carleton.edu/admissions/>

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.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Kerstin Cardenas

Director of Human Resources

Human Resources

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.

Submission Note:

For specific information not available on the website, contact Carleton College Human Resources. This data does not include food service staff who are contracted via Bon Appetit Management Company.

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

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

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:

115

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

115

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

115

A brief description of the standard(s) against which compensation was assessed:

This is assessed in relation to Minneapolis's sustainable compensation standards, so it is actually a higher level of compensation than that of our area.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The lowest paid full time employees receive \$17.49 per hour.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

The lowest paid part time employees receive \$12.50 per hour.

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:

All faculty are paid \$81,000 per course.

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 lowest paid student employees receive \$9.24.

The local legal minimum hourly wage for regular employees:

8 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?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Responsible Party

Kerstin Cardenas

Director of Human Resources

Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

Carleton does not have a current documented process to measure employee satisfaction at least once every five years. Segments of our community conduct regular satisfaction surveys, and we conducted a campus climate survey in 2008. This issue is currently under review, and I hope to soon have a process in place.

"---" 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?:

Yes

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:

Carleton conducted a campus climate survey in 2008, addressing a variety of issues. All faculty, staff, and students were surveyed. In 2011-12 we conducted a faculty and staff satisfaction survey and several town hall meetings as part of the Strategic Planning process.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

2,011

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://apps.carleton.edu/governance/diversity/campus_climate_survey/results/

Wellness Program

Responsible Party

Kerstin Cardenas

Director of Human Resources
Human Resources

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
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution’s wellness and/or employee assistance program(s):

Carleton College contracts The Wellness Corporation to administer our Employee Assistance Program which provides support and counseling for personal, legal, financial and work/life issues. The program is managed by the Human Resources department.

The website URL where information about the institution's wellness program(s) is available:

https://apps.carleton.edu/campus/human_resources/benefits_and_insurance/Cigna_Behavioral_Health_EAP/

Workplace Health and Safety

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.

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

"---" 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?:

Yes

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:

The Carleton Responsible Investment Committee (CRIC) was established in 2005. Its primary purpose is to make recommendations about the management of the endowment to the Board of Trustees that embody Carleton's values.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Fred Rogers [ex officio], VP and Treasurer
Danette DeMann, Senior Admin to the Dean of the College
Melissa Thomas, Special Events Associate / Admin for External Relations
Jason Decker, Assistant Professor of Philosophy
Daniel Groll [Co-Chair], Assistant Professor of Philosophy
Bakhtawar Chaudhary '15 [Co-Chair], student
Duncan Sallstrom '15 [Co-Chair], student
[Campus Sustainability Data Collector](#) | [AASHE](#)

Max Esslinger '16, student
Ben Strauss '16, student
Claire Milsted '14, student [non-voting]

Examples of CIR actions during the previous three years:

Students from the Carleton Responsible Investment Committee (CRIC) organized a student-led town hall discussion on the pros and cons of divestment in the fossil fuel industry in response to the recent

350.org

campaign.

Furthermore, the committee voted yes on 3 resolutions at 4 companies:

1. Report on BPA Use (Coca-Cola and Safeway)
2. Adopt GHG Reduction Goals (ExxonMobil)
3. Hydraulic Fracturing - Community Impact (requests a company report - at ExxonMobil)

The website URL where information about the CIR is available:

<http://apps.carleton.edu/governance/cric/>

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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:

645,654,187 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	6,456,541 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

We do not have full visibility into the underlying portfolios of our funds or fund managers (several of whom likely have some investments in clean tech/renewable energy), so the value of holdings in sustainable industries is estimated at 1% of the total endowment value.

We have an investment with a fund that helps finance wind project developments in exchange for a stream of future payments from the project’s revenue. This investment represents approximately 0.4% of the portfolio or \$3.6 million.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

While Carleton does not have a sustainable investment policy, the College aims to invest with managers whose standards of propriety, fairness, and ethical integrity align with those of the College. The College tries to select managers that will generate superior returns, but not at all costs, and make investments in a responsible manner that takes into account societal impacts.

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?:

Yes

A copy of the proxy voting guidelines or proxy record:

[Proxy_voting_policy_summary.pdf](#)

A brief description of how managers are adhering to proxy voting guidelines:

Carleton's investment office managers submit all votes as determined by the Carleton Responsible Investment Committee (CRIC).

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?:

Yes

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

It is required that members of Carleton's Responsible Investment Committee (CRIC) write a letter to each corporation upon which Carleton has taken a proxy voting position. The letters call attention and explain the rationale behind Carleton's vote. Examples of letters can be found at:

<https://apps.carleton.edu/governance/cric/engage/corps/>

In addition to written letters, Carleton students have attended the annual meetings of corporations in its portfolio to publicly address their view on proxy issues. See this link for more information:

<https://apps.carleton.edu/governance/cric/articles/>

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

Carleton participates in a dialogue with several peer institutions and others to discuss various issues such as proxy voting, divestment, and ESG approaches.

The website URL where information about the institution's sustainable investment efforts is available:

<http://apps.carleton.edu/campus/investment/>

Investment Disclosure

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.

Submission Note:

The top ten public equity holdings are publicly available. An entire list of direct holdings in companies is shared with CRIC and available to the campus community. 5.3% is the percentage of the total investment pool available to the public. The percentage of the total investment pool accessible to the campus community is 21%.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

21

A copy of the investment holdings snapshot:

[Carleton Investment Snapshots.pdf](#)

The website URL where the holdings snapshot is publicly available:

<https://apps.carleton.edu/campus/investment/holdings/>

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

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

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.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Greater Northfield Sustainability Collaborative

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

Carleton staff, faculty and students are part of the Greater Northfield Sustainability Collaborative, a group formed in fall of 2013 that brings together representatives from Carleton College, St. Olaf College, the City of Northfield and community groups for the purpose of facilitating and publicizing local sustainability events and projects. The group helped facilitate a 2014 Northfield Area Climate Summit which attracted over 700 participants to St. Olaf college for a day of sustainability presentations, discussions, exhibits and action planning.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The GNSC received a \$3,000 grant from the MN Clean Energy Resource Teams (CERTS) to expand our website to include a filterable, serachable database of local sustainability initiatives, research and projects. This serves as a repository for both college and community efforts and aims to build collective impact on common sustainability issues within the entire region.

A letter of affirmation from an individual with relevant expertise:

[CarletonCollegeInnovation_GNSC.pdf](#)

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	Yes
Air & Climate	---
Buildings	---
Dining Services	---

Energy	Yes
Grounds	---
Purchasing	---
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://northfieldsustainability.org/>

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Carleton Pathways Program

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

As an outcome of its 2012 Strategic Plan, Carleton College developed a Pathways program that aims to help students integrate a full range of college experiences (academic, co-curricular, off campus studies, summer internships, etc.) into a comprehensive narrative that helps guide their future path. These pathways also help students explore courses, staff/faculty, extra-curricular opportunities and other resources in areas that are not specifically defined majors. The program includes three environmental pathways: energy, food systems and wildlife/nature conservation.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[CarletonCollegeInnovation_Pathways.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---

Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

Student development and preparation for life after college.

The website URL where information about the innovation is available:

<https://apps.carleton.edu/pathways/>

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

Criteria

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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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Title or keywords related to the innovative policy, practice, program, or outcome:

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

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Martha Larson

Manager of Campus Energy and Sustainability
Facilities

Criteria

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A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

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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 five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
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Air & Climate	---
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Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:
