Colgate University

The following information was submitted through the STARS Reporting Tool.

Date Submitted: March 16, 2015

STARS Version: 2.0

Table of Contents

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:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

COLGATE'S ELECTRICITY MIX
Coal = 2.3%
Oil = 0.1%
Natural Gas = 3.0%
Other Fossil Fuels = 0.1%
Biomass = 0.3%
Hydro = 88.9%
Nuclear = 4.9%
Wind = 0.4%
Solar = 0.0%
Geothermal = 0.0%
TOTAL = 100%

COLGATE'S HEATING MIX:
Wood chips = 217,180 MMBtus = 80%
Fuel Oil #6 = 32,310 MMBtus = 12%
Fuel Oil #2 = 23,120 MMBtus = 8%
*As of fall 2013, fuel oil #6 is no longer used on campus. From fall 2013 until fall 2014, we are using fuel oil #2 as our primary backup to wood chips in our central plant. Natural gas will replace fuel oil #2 in the fall of 2014 as our back up fuel to wood chips.

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

Endowment size:

725,100,000 *US/Canadian $*

Total campus area:

1,780 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

2,201,316 *Gross Square Feet*

Conditioned floor area:

2,201,316 *Square Feet*

Floor area of laboratory space:

121,012 *Square Feet*

Floor area of healthcare space:

2,202 *Square Feet*

Floor area of other energy intensive space:

58,742 *Square Feet*

Floor area of residential space:

859,667 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0.30
Coal	2.30
Geothermal	0
Hydro	88.90
Natural gas	3
Nuclear	4.90
Solar photovoltaic	0
Wind	0.40
Other (please specify and explain below)	0.20

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	80
Coal	0
Electricity	0
Fuel oil	20
Geothermal	0
Natural gas	0
Other (please specify and explain below)	0

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

40

Full-time equivalent enrollment:

2,869

Full-time equivalent of employees:

950

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,850

Total number of graduate students:

19

Number of degree-seeking students:

2,869

Number of non-credit students:

0

Number of employees:

2,869

Number of residential students:

2,619

Number of residential employees:

9

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

Academic Courses

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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*.

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,295	0
Number of sustainability courses offered	23	0
Number of courses offered that include sustainability	58	0

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

15

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

40

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):

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

SUSTAINABILITY COURSES:
Biology
Tropical Ecology/Tropical Ecology Extended Study (BIOL 332/332E)

Economics
Environmental Economics (ECON 228)
Natural Resource Economics (ECON 328)
Seminar in Resource and Environmental Economics (ECON 428)

Environmental Studies
Nature, Technology, and the Human Prospect (ENST 316)
Food (SOAN/ENST/CORE 319)
Renewable Energy: Research and Implementation/Alternative Energy:
Research and Implementation in Norway Extended Study (ENST 336/ENST 336E)

Managing Complexity: America's Public Lands (ENST 344)

Community-based Study of Environmental Issues (ENST 390)

Human Impact on the Environment (undergoing name-change to Earth, Society, and Sustainability) (GEOG 121)

Climate and Society (GEOG 205)

Globalizing East Asia: Comparative Economic Geography (GEOG 313)

Population Issues and Analysis (GEOG 314)

Globalization, Development, and Environment (GEOG 320)

Gender, Justice, and Environmental Change (GEOG 321)

Water and Society (GEOG 325)

Geology

Earth Resources (GEOL/CORE 120S)

Liberal Arts Core Curriculum (spanning multiple departments/programs)

Energy and Sustainability (CORE 101S)

Ecology, Ethics, and Wilderness (CORE 114S)

Earth Resources (GEOL/CORE 120S)

Climate Change and Human History (CORE 123S)

Ecology and the Quality of the Environment (CORE 159S)

Food (SOAN/ENST/CORE 319)

Religion

Religion, Science, and the Environment (RELG 236)

Sociology & Anthropology

Nature, Culture, and Politics (SOAN 245S)

Food (SOAN/ENST/CORE 319)

COURSES THAT OFFER SUSTAINABILITY:

Asian Studies

Religion, Nature, and Environmentalism in South Asia (RELG 420)

Biology

Evolution, Ecology, and Diversity (BIOL 211/211L)

Ecosystem Ecology (BIOL 329/329L)

Conservation Biology (BIOL 330)

Field Ecology (BIOL 328/328L)

Limnology (BIOL 335/335L)

Investigations in Biodiversity, Community, and Ecosystem Ecology (BIOL 476)

Chemistry

Chem-Altered & Natural Environment (CHEM 100)

Environmental Chemistry (CHEM 477)

Economics

Economic Development (ECON 238)

Urban Economics (ECON 333)

Growth and Distribution (ECON 386)

Seminar in Economic Development (ECON 438)

Environmental Studies

Social Science Perspectives on Environmental Issues (ENST 101)

Earth and Environmental Processes (ENST/CORE 127/127L)

Environmental Ethics (ENST/PHIL 202)

Environmental Justice (ENST 232)

Global Environmental Health Issues (ENST 233)

Global Environmental Justice (ENST 321)

Environment and Community Health in Africa: A Case Study in Rural Uganda Extended Study (ENST 333) Community Based Study of Environmental Issues (ENST 390)

Seminar in Environmental Studies (ENST 490)

Geography

Global Shift: Economy, Society, and Geography (GEOG 111)

Geopolitics (GEOG/PCON 310)

Urban Geography (GEOG 311)

Dispossession, Dislocation, and Disease: Geographies of Population Vulnerability (GEOG/PCON 317)

Ecologies of the City (GEOG 322)

Arctic Transformations (GEOG 323)

International Environmental Policy (GEOG 324)

Environmental Hazards (GEOG 326)

Australia's Stolen Generations: The Legacies of Carrolup Extended Study (GEOG/PCON 327E)

Geology

Environmental Geology (GEOL 101/101L)

Hydrology and Surficial Geology (GEOL 210)

Coastal Geology (217/217L)

Stratigraphy and Sedimentation (GEOL 302/302L)

Environmental Economic Geology (GEOL 310)

Hydrogeology and Groundwater Pollution (GEOL 330)

Paleoclimatology (GEOL 350)

Seminar on Reefs/Tropical Field Course on Modern and Pleistocene Reefs (GEOL 415/415L) Marine Environments (GEOL 426)

Seminar on Acid Rain (GEOL 430)

History

American Environmental History (HIST 220)

Liberal Arts Core Curriculum (spanning multiple departments/programs)

Introduction to Environmental Chemistry (CORE 102S)

The Science and Potential Implications of Nanotechnology (CORE 105S)

Conserving Nature (CORE 107S)

Earth and Environmental Processes (ENST 100/100L; CORE 127/127L)

Global Change and You (CORE 128S)

Dangerous Earth: Science of Geologic Disasters (CORE 129S)

The Sixth Extinction (CORE 134S)

From the Atkins Diet to the Kyoto Treaty: Science, the News Media, and You (CORE 141S) Caribbean Ecology and Environmental Concerns (CORE 154S)

The Air Up There (CORE 166S)

The Arctic (CORE 168C)

North American Indians (CORE 176C)

Marine Science – Freshwater Science
Limnology (BIOL 335/335L)
Coastal Geology (217/217L)
Stratigraphy and Sedimentation (GEOL 302/302L) Seminar on Reefs (GEOL 415)
Seminar on Reefs/Tropical Field Course on Modern and Pleistocene Reefs (GEOL 415/415L) Marine Environments (GEOL 426)

Native American Studies Program
North American Indians (CORE 176C)
Contemporary Issues in Native American Studies (NAST 302)

Peace and Conflict Studies Program
Geopolitics (GEOG/PCON 310)
Dispossession, Dislocation, and Disease: Geographies of Population Vulnerability (GEOG/PCON 317)
Religious Faith and Social Ethics (RELG/PCON 333)
Australia's Stolen Generations: The Legacies of Carrolup (GEOG/PCON 327)

Philosophy
Environmental Ethics (ENST/PHIL 202)
Topics in Environmental Philosophy (PHIL 333)
International Ethics (PHIL 313)

Political Science
U.S. Environmental Politics PG (POSC 225)

Religion
Contemporary Issues and Values: Moral Conflicts in the 21st Century (RELG 201)
Religious Faith and Social Ethics (RELG/PCON 333)
Religion, Nature, and Environmentalism in South Asia (RELG 420)

Sociology & Anthropology
Globalization, Culture, and Everyday Life (SOAN 337)

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

http://www.colgate.edu/docs/d_distinctly-colgate_sustainability/sustainability-in-higher-educat
ion-report-by-jenna-taylor.pdf?sfvrsn=0

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

Using the above definitions in combination with AASHE guidelines, senior Jenna Taylor examined Colgate courses in the 2012-2013 Colgate University Course Catalog to collect an inventory of sustainability-related and -focused courses. She met with each department chair or program director to review the list of courses she created and to discuss their thoughts on the role of sustainability within their division. After several professors inquired further about the requirements for a sustainability-related versus -focused courses, she expanded the definitions for the classification of sustainability courses to the following:
• Sustainability-related courses: The course helps "build knowledge about a component of
sustainability or introduce students to sustainability concepts during part of the
course. ...[They may provide] students with in-depth knowledge of a particular aspect or
dimension of sustainability (such as the natural environment), ...a focus area (such as
renewable energy) for a student's sustainability studies, or they may broaden students'

understanding of sustainability from within different disciplines" (AASHE STARS, 2012, p. 43)

• Sustainability-focused courses: The course "provides valuable grounding in the concepts and principles of sustainability. These courses educate students about how different dimensions of sustainability relate to and support each other in theory and practice. In addition, these courses help equip students with the skills to weave together disparate components of sustainability in addressing complex issues" (AASHE STARS, 2012, p. 40)

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

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

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

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

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

Does the institution designate sustainability courses on student transcripts?:

Learning Outcomes

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.

"---" *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:
170

Total number of graduates from degree programs:
832

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 Geography, Environmental Biology, Environmental Geology, Environmental Economics, Environmental Studies (ENST), Geography, Geology, Biology, and Peace and Conflict 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 website URL where information about the institution's sustainability learning outcomes is available:

http://www.colgate.edu/docs/d_distinctly-colgate_sustainability/sustainability-in-higher-education-report-by-jenna-taylor.pdf?sfvrsn=0

Undergraduate Program

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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

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

Colgate's environmental studies program is designed to enhance awareness of the complexity of regional and global environmental issues and to underscore the consequences and impacts of the human experience on the environment. Students in the program learn to think, speak, and write clearly and articulately about environmental issues from a variety of perspectives.

The program is interdisciplinary, and our passionate faculty are drawn from a number of departments. As a result, you get the benefit of instruction from a variety of disciplines and perspectives, as well as the ability to conduct research that crosses traditional disciplinary boundaries.

The program administers five majors:
Environmental biology
Environmental economics
Environmental geography

Environmental geology
Environmental studies

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

http://www.colgate.edu/academics/departments-and-programs/environmental-studies

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:

Graduate Program

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

Institution offers at least one:

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

And/or

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

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 graduate students?:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Criteria

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

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

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

    And/or

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

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

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

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

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

Yes

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

Colgate offers a series of Extended Study opportunities which provide an immersive experience for students. As participants in an extended study, students attend class together for the full semester, then travel with the faculty member teaching the course to continue the study on location for 2-3 weeks. Extended study opportunities at Colgate that are sustainability-focused take students to Uganda, Norway, Costa Rica, Australia, Japan, Bangladesh and Russia.

Colgate also offers two sustainability-related semester-long off campus study opportunities in Australia and Santa Fe, New Mexico.

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

http://www.colgate.edu/academics/off-campus-study/extended-studies

Sustainability Literacy Assessment

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

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

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

0

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

0

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

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

NA

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

NA

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

NA

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

NA

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

Incentives for Developing Courses

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

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

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

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

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:
No

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

No program currently exists.

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

No faculty participate in this nonexistent program.

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

Campus as a Living Laboratory

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

Submission Note:

ENST 390 (Community-based Study of Environmental Issues) is a project-based, interdisciplinary course that examines current environmental issues in the context of community-based learning. Students in this course take on semester-long research projects that help advance our campus sustainability program and operations. Topics for investigation are selected by faculty in conjunction with Colgate's director of sustainability, the Upstate Institute, or directly with local and regional agencies or organizations. Students get

practical experience working in interdisciplinary teams to examine environmental issues with a goal of developing relevant recommendations. Examples of recent research projects include:

• Examining Sustainable Coffee Production and Consumption on Colgate University's Campus by Jessica Hootz '13, Elise Sidamon-Eristoff '13, and Mary Spetsieris '13.

• The Feasibility of a Green Roof at Colgate University by Jesse Reiber '13, Carolyn Savoldelli '13, and Jenna Taylor '13.

• Colgate University and the Village of Hamilton Becoming an EPA Green Power Community by Sophie Rudolph '13, Chris Barry '13, and Tyler Swiggett '13.

• Assessing Colgate University's Sustainability Through Building Performance by Scott Brayden '13, Brendan Karson '13, and Carly Trainor '14.

• The Sustainable Seasonal Sandwich Sensation: Providing a Local Food Option at Colgate University by Nick Pawlush '13, Danny Werber '13, and Caroline Williams '13.

• Economic, Ecological, and Social Feasibility of Zero-Waste Colgate Commencement by Sarah Cochran '13, Carly Keller '13, and Sarah Vondracek '13.

• Reforestation at Colgate University by Sarah Ellis, Cassidy Holohan, Becca Robinson, Jared Madison and Jenna Klynstra.

• Water Use at Colgate by Cassie Lawson, Joe Coplan, Bess Magnuson, Annemarie Heinrich, Scott Coates and Jason Hinder.

• LEED Certification of the Trudy Fitness Center by Anna Cvitkovic, Ian Dombroski, Sonya Falcone, Mark Janett and Chris Mahoney.

• The Replacement of Fuel Oil #6 at Colgate University by Steve Dickinson, Mike Girard, Jeffrey Ledwick, Alexandra Hite, Christine Hebert and Rebecca Roberts.

• Biomass: this group is researching the sustainability of Colgate's current supply of woodchips and will consider recommendations for improving Colgate's supply of biomass.

• Vehicle Fleet: this group is looking into the environmental, social, and economic feasibility of incorporating electric or hybrid vehicles into Colgate's vehicle fleet.

• Paper Use: this group is researching Colgate's current use of paper on campus and analyzing which types of paper are most sustainable (i.e. recycled, tree-free, etc.)

• Trayless Operations: this group is looking into the social, environmental, and economic feasibility of trayless dining operations in Frank Dining Hall.

• Alternative Transportation: this group explored commuting behaviors on campus and ways to reduce single occupancy vehicle travel. Their work assisted and provided relevant data for the Climate Action Plan Ground Transportation Subcommittee.

• Fostering Sustainable Behavior: this group explored the new and emerging discipline of how to encourage behaviors that advance sustainability on campus. They focused on recycling behaviors that helped inform my office regarding the best approaches to increasing recycling rates on campus.

• Local Foods: this group explored the barriers and opportunities to increasing local food options in our campus dining halls.

• Carbon Offsets: this group investigated and evaluated the voluntary carbon offsets market. Their recommendations helped inform the work of the Climate Action Plan Offsets Subcommittee.

• Climate Action Plan: defining and evaluating climate action plans. This group is looking at how ACUPCC defines a Climate Action Plan and evaluates the key elements of existing climate action plans. This research will provide valuable insight into Colgate's climate action planning work.

"---" *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	Yes
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	Yes
Public Engagement	Yes
Other	No

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:

ENST 390 Student Research Projects:
Carbon Offsets: this group investigated and evaluated the voluntary carbon offsets market. Their recommendations helped inform the work of the Climate Action Plan Offsets Subcommittee.

Climate Action Plan: defining and evaluating climate action plans. This group is looking at how ACUPCC defines a Climate Action Plan and evaluates the key elements of existing climate action plans. This research will provide valuable insight into Colgate's climate action planning work.

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:

ENST 390 Student Research Projects:

LEED Certification of the Trudy Fitness Center by Anna Cvitkovic, Ian Dombroski, Sonya Falcone, Mark Janett and Chris Mahoney.

Assessing Colgate University's Sustainability Through Building Performance by Scott Brayden '13, Brendan Karson '13, and Carly Trainor '14.

The Feasibility of a Green Roof at Colgate University by Jesse Reiber '13, Carolyn Savoldelli '13, and Jenna Taylor '13.

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:

ENST 390 Student Research Projects:
Examining Sustainable Coffee Production and Consumption on Colgate University's Campus by Jessica Hootz '13, Elise Sidamon-Eristoff '13, and Mary Spetsieris '13.

The Sustainable Seasonal Sandwich Sensation: Providing a Local Food Option at Colgate University by Nick Pawlush '13, Danny Werber '13, and Caroline Williams '13.

Trayless Operations: this group is looking into the social, environmental, and economic feasibility of trayless dining operations in Frank Dining Hall.

Local Foods: this group explored the barriers and opportunities to increasing local food options in our campus dining halls.

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:

ENST 390 Student Research Projects:
The Replacement of Fuel Oil #6 at Colgate University by Steve Dickinson, Mike Girard, Jeffrey Ledwick, Alexandra Hite, Christine Hebert and Rebecca Roberts.

Biomass: this group is researching the sustainability of Colgate's current supply of woodchips and will consider recommendations for improving Colgate's supply of biomass.

Colgate University and the Village of Hamilton Becoming an EPA Green Power Community by Sophie Rudolph '13, Chris Barry '13, and Tyler Swiggett '13.

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:

ENST 390 Student Research Projects:
Reforestation at Colgate University by Sarah Ellis, Cassidy Holohan, Becca Robinson, Jared Madison and Jenna Klynstra.

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:

ENST 390 Student Research Projects:

Paper Use: this group is researching Colgate's current use of paper on campus and analyzing which types of paper are most sustainable (i.e. recycled, tree-free, etc.)

Vehicle Fleet: this group is looking into the environmental, social, and economic feasibility of incorporating electric or hybrid vehicles into Colgate's vehicle fleet.

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:

ENST 390 Student Research Projects:
Alternative Transportation: this group explored commuting behaviors on campus and ways to reduce single occupancy vehicle travel. Their work assisted and provided relevant data for the Climate Action Plan Ground Transportation Subcommittee.

Vehicle Fleet: this group is looking into the environmental, social, and economic feasibility of incorporating electric or hybrid vehicles into Colgate's vehicle fleet.

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:

ENST 390 Student Research Projects:
Economic, Ecological, and Social Feasibility of Zero-Waste Colgate Commencement by Sarah Cochran '13, Carly Keller '13, and Sarah Vondracek '13.

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:

ENST 390 Student Research Projects:
Water Use at Colgate by Cassie Lawson, Joe Coplan, Bess Magnuson, Annemarie Heinrich, Scott Coates and Jason Hinder.

The Feasibility of a Green Roof at Colgate University by Jesse Reiber '13, Carolyn Savoldelli '13, and Jenna Taylor '13.

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:

ENST 390 Student Research Projects:
Sustainability and Climate Action Plan: a comparative analysis as to what makes a quality climate action plan.

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:

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:

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:

Environmental Economics Student Research Project:
Investing in renewable energy and divesting from fossil fuels at Colgate University through our endowment portfolio.

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:

ENST 390 Student Research Projects:
Fostering Sustainable Behavior: this group explored the new and emerging discipline of how to encourage behaviors that advance sustainability on campus. They focused on recycling behaviors that helped inform my office regarding the best approaches to increasing recycling rates on campus.

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

The 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

Academic Research

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:

41

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

293

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

15

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:

AFRICAN AND LATIN AMERICAN STUDIES
Hyslop, J.

ASIAN STUDIES
Yamamoto, D.

BIOLOGY
Watkins, J.
McCay, T.
Frey, F.
Fuller, R.
Holm, G.
Watkins, E.
Cardelus, C.
McCay, T.

CHEMISTRY
Pangallo, K.

ECONOMICS
Castilla, C.
O'Hara, M.
Turner, B.

EDUCATION
Kagle, M.
Stern, M.

ENVIRONMENTAL STUDIES
Baptiste, A.
Wynn, S.

GEOGRAPHY
Graybill, J.
Kraly, E.
Klepeis, P.
Loranty, M.
Schilling, J.
Scull, P.
Burnett, A.
Hays-Mitchell, M.

Meyer, W.

GEOLOGY
April, R.
Peck, W.
Leventer, A.
Pinet, P.

HISTORY
Bouk, D.

PHILOSOPHY
Kawall, J.

PHYSICS
Parks, B.

POLITICAL SCIENCE
Teodoro, M.

RELIGION
Kent, E.

SOCIOLOGY
Henke, C.
Hobor, G.
Loe, M.

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

Survey of division heads, review of faculty webpages, and word-of-mouth.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

Both the Upstate Institute and the Undergraduate Summer Research Program encourage student research in a variety of fields, including sustainability. The Upstate Institute Summer Field School provides stipends for students to work with community organizations on research projects in a variety of sectors. Through the Upstate Institute Field School, the students work full-time on projects that provide data and build capacity throughout the region. The results of their research projects are shared with the community organization, and through an annual research symposium on the Upstate New York area. Many of the projects deal with sustainable themes in local agriculture, the environment, and local economies.

The Undergraduate Summer Research Program also provides stipends for students to work with Colgate faculty to conduct in-depth research projects throughout the summer in a variety of disciplines. Many of the projects address issues of sustainability. The results of this research are publishes each year at

http://www.colgate.edu/docs/d_campus-life_career-services-for-students_internships_summer-under

graduate-research/summer-undergraduate-research-directory-2012-11-13-12.pdf?sfvrsn=2

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

http://upstate.colgate.edu/research/FieldSchool.aspx

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:

Interdisciplinary research is valued at Colgate University and is given equal weight to single discipline research during the tenure process. In some cases, interdisciplinary research is prioritized depending on the department and area of focus. For example, Colgate's Picker Institute for Interdisciplinary Study in the Sciences and Mathematics, which funds up to $250,000 per year in faculty projects, are explicitly interdisciplinary. The Picker website is

http://pickerisi.colgate.edu/

.

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

http://pickerisi.colgate.edu/

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

No

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

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

Access to Research

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

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

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

45

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

0

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

Colgate Libraries is working on establishing a copyright practices document that faculty can sign off on either the spring of 2014 or next fall (2014). This would be a precursor to Colgate introducing an Open Access Policy.

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

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

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

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

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

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

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

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

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

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

Submission Note:

Information about this year's Eco-Reps is accessible at:
http://www.colgate.edu/distinctly-colgate/sustainability/meet-the-eco-reps

"---" 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:

2,869

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

Green Raider Program

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

750

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

Colgate's Green Raider Program promotes individual sustainable behavior at Colgate University in a fun and competitive way by hiring and training student interns to promote sustainable living on campus. Student interns, called Green Raiders, organize events, competitions, and outreach campaigns. They also research current practices and Colgate and take action to change institutional practices and policies to advance sustainability. The program raises awareness around issues of sustainability in residential halls and utilizes online support, videos, how-to-guides, social media, and other tools to aid Colgate students in their pursuit to be more sustainable. The program seeks to connect individual behaviors on campus to Colgate's overarching sustainability commitment. Students who express interest in our program, are contacted by one of our Green Raiders who serve as ambassadors to all students interested in "going green."

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

As part of the Green Raider Program, the Office of Sustainability selects and trains outstanding students to serve as peer■to-peer environmental educators and activists on campus. During the summer, three to five interns work closely with the Office of Sustainability to develop week-by-week behavior change educational programming that will be executed throughout the semester.

During the academic year, 14 student interns are hired and trained as Green Raiders through an application and interview process. Each member of the team is responsible for implementing elements of Green Raider Program (designed during the summer), making progress on an individual project that advances sustainability on campus, and completing creative writing exercises designed to raise awareness of sustainability among peers.

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

Before the official start to the new academic year, student interns return to campus early to participate in two full-days of training/orientation workshops. The workshops include field trips, ice-breakers, readings, and a review of the sustainability movement in higher education and at Colgate University.

In addition, to this intensive training, the Green Raider team meets on a weekly basis throughout the semester to organize and plan, share progress, troubleshoot, assign tasks, and to exchange best-practices.

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

This program is a part of Colgate's Office of Sustainability, which is staffed by a director and a program assistant. Interns are paid through the Office of Sustainability. Budgeting was approved by our VP of Finance and Administration as part of our 2011 Sustainability and Climate Action Plan.

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

Communications Interns

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

2,869

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

Communications Interns are expected to:
~dedicate up to 6 hours per week to Colgate's Sustainability Program;
~attend, be prepared for, and actively participate in weekly meetings;
~contribute to our Colgate Sustainability Series by highlighting sustainability efforts both on and off campus through podcasts, social media, video production, etc.;
~produce at least one 4-6 minute sustainability video highlighting Colgate's key sustainability initiatives;
~promote Colgate's sustainability achievements and ongoing initiatives through blogging, articles, and social media (e.g., Twitter and Facebook);
~help edit Colgate's Sustainability website and keep information accurate and fresh;
~work closely with other student groups and interns to successfully promote, support, and communicate their events and initiatives;
~to research other sustainability programs and implement best communications practices at Colgate University.

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

Three communications interns are hired as part of a competitive application process through Colgate's Office of Sustainability. Colgate's Director of Sustainability and Program Assistant ultimately hires and supervises the successful applicants. It is a year-long internship.

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

Colgate's Director of Sustainability, Program Assistant, and staff in our Communications and ITS Departments provide training to the successful applicants.

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

This program is a part of Colgate's Office of Sustainability, which is staffed by a director and a program assistant. Interns are paid through the Office of Sustainability. Budgeting was approved by our VP of Finance and Administration as part of our 2011 Sustainability and Climate Action Plan.

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:
4,520

The website URL for the peer-to-peer student outreach and education program(s):
http://www.colgate.edu/distinctly-colgate/sustainability/for-students/green-living

Student Orientation

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.

"---" *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:

"This is Colgate" is an inserted publication given to each incoming first year student. The publication includes information about Sustainability at Colgate, and demonstrates how all students have a role to play to help the environment, whether it's by turning off the lights when leaving a room, or joining one of Colgate's action-oriented "green groups." The publication lists opportunities for students such as the community garden, a composting club, and the green bikes program, which provides bikes to students who want to reduce their carbon footprint by driving less.

In addition, Colgate provides reusable tote bags for new students, and the class of 2016 received reusable mugs in their orientation bags. The Green Raiders program in all first-year residence halls conducts a CFL bulb swap program and runs a reusable water bottle program.

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

http://www.colgate.edu/portaldata/imagegallerywww/db701cb9-5fbc-41f4-b007-79857bcf2106/ImageGallery/So%20This%20is%20Colgate.pdf

Student Life

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

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

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

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

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

Does the institution have one or more 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	Yes
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	No
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	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	No

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

Students for Environmental Action is a student group that promotes green initiatives at Colgate. Their mission is to educate and energize students about recycling, waste reduction, energy consumption reduction, and greater community issues. They plan activities such as a film series. Students for Environmental Action is Colgate's oldest environmental student group, but is far from the only sustainability-focused student groups.

Green Earth Gang's mission is to promote environmental awareness among children ages 8-10 in local schools through experiential and interactive activities.

Green Thumbs manages and promotes the Colgate Community Garden in order to provide local, student produced, organic produce to the student community.

Green Gates seeks to be volunteer service oriented through serving both the Colgate campus and the community in supporting sustainability efforts, eco-conscious actions and environmental awareness.

The Clean Water Coalition adopts a section of the local Chenango Canal. The group works to sponsor campus events to inform others about water pollution and raise money to build wells in Africa.

Hamilton Outdoor Group, or HOG, teaches Hamilton middle schoolers outdoor skills and an environmental ethic that will encourage a positive outdoor experience.

The website URL where information about student groups is available:

http://getinvolved.colgate.edu/organizations

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:

The Colgate Community Garden was launched in June 2010. Researched, funded, planted, and harvested by students, the garden now provides fresh vegetables and herbs to the campus dining services provider for all students to enjoy. Produce from the half-acre garden, located near the Newell student apartments, also has been donated to the local food cupboard and sold at the village of Hamilton farmers market.

The idea for the garden concept came when students from the ENST 480 class completed a feasibility report as a class project in 2009.

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

http://www.colgate.edu/distinctly-colgate/sustainability/community-garden

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

After participating in Colgate's Thought Into Action (

http://www.colgate.edu/distinctly-colgate/entrepreneurial-spirit

) project, Colgate seniors Ryan Smith '13 and Brendan Karson '13 started Eco-campus, LLC. They source and deliver sustainable office products to campus, such as paper made from recovered sugarcane fiber which would have otherwise ended up in landfills.

EcoCampus is having a positive impact on the campus carbon footprint, as use of the eco-friendly paper has prevented the release of 20.59 tons of carbon emissions, the production of 155,553 gallons of waste-water, the creation of 13,363 pounds of solid waste, and the use of 2,660 gallons of oil.

Gate Swap is another student endeavor that is helping with our waste reduction and educational priorities. Gate Swap is an online program that allows Colgate community members to swap items that they no longer need or want.

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

http://news.colgate.edu/2012/10/colgate-paperboys-grow-green-business.html

A brief description of the sustainable investment or finance initiatives:

Erin Fett '14 and Brendan Karson '13 established a new student group that explores the opportunities for reinvesting in sustainable energy technologies (while also divesting from fossil fuels).

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

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

Colgate holds an annual Green Summit to address campus sustainability initiatives. Students, faculty and staff gather during the summit to discuss one of several topics of interest to them, and to work collectively to formulate an action plan for that initiative. At the end of the event, each group presents their work to the summit. Each year the Green Summit is an event where simple ideas transform into campus-wide efforts. For instance, the Colgate Compost initiative was officially born at the summit. It is now a full-fledged club that has achieved goals such as encouraging the composting of all post-consumer waste in the dining halls. The event provides an opportunity for communication for the different environmental groups on campus, and promotion of the various sustainability activities to the broader campus.

In addition, both the Office of Sustainability, the Upstate Institute, and various departments host brown bag events on issues of sustainability and bring in speakers who address sustainable themes throughout the academic year. These events are listed on Colgate's calendar at

http://calendar.colgate.edu/cal/main/showMain.rdo;jsessionid=575452E3C488558392C5B92429DA34BC

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

http://www.colgate.edu/distinctly-colgate/sustainability/for-students

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

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

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

The mission of Colgate's Outdoor Ed is to provide the community with experiential opportunities which emphasize safety, environmental awareness, and technical skills, while promoting personal growth and group development through rediscovery of the natural world. Wilderness Adventure (WA) is a pre-orientation program at Colgate, in which over 125 first-year students come to campus early to make friends, learn about Colgate from upper-class student leaders, and use the outdoors to help students acclimate to Colgate, central New York, and life as a college student. Living and traveling with a small group of other first-year students and two or three highly trained leaders, students work together to hike, paddle, climb, cave, bike, or sail through Upstate New York wilderness.

All Wilderness Adventure students receive information about the seven Leave No Trace principles, and are instructed on how to follow the principles as they travel and camp with care. Each WA student leader participates in a Leave No Trace awareness workshop during their training year before leading a Wilderness Adventure trip.

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

http://www.colgate.edu/campus-life/sports-and-recreation/outdoor-education

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

The website URL where information about the theme is available:

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

Colgate's Green Raider Program is a student behavior change program that was developed to educate and engage students to reduce the unnecessary consumption of resources (such as energy, water, paper, etc.) and to take greater responsibility for their contribution to university-related environmental impacts. The ultimate goal is for Colgate to reach its commitment to climate neutrality by reducing our overall and individual ecological footprints associated with the behavior of our daily lives.

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

http://www.colgate.edu/distinctly-colgate/sustainability/for-students/green-living

A brief description of sustainability-focused student employment opportunities:

Colgate's sustainability office hires current students and recent graduates for internships and entry-level employment specific to the field of sustainability.

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

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

Colgate does not have a graduation pledge program.

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

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

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

Outreach Materials and Publications

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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	No
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	No
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:

This site provides a place for students, employees, alumni and others to access information about the various sustainability-related events and opportunities available on campus. It describes Colgate's Sustainability and Climate Action Plan, and provides links to Colgate's Sustainability Council. The website uses many forms of communication including an active blog, links to our Facebook and Twitter feeds, our building dashboard, video tutorials, podcasts, photos, and narratives.

The website URL for the central sustainability website:

http://www.colgate.edu/distinctly-colgate/sustainability

A brief description of the sustainability newsletter:

The Office of Sustainability prints a small number of newsletters each year, and makes them available electronically.

The Office of Sustainability also writes a monthly article to include in our faculty and staff newsletter (Open Gate).

The website URL for the sustainability newsletter:

http://www.colgate.edu/working-at-colgate/resources/opengate

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

The Office of Sustainability shares the latest sustainability news from campus by using tools such as Twitter (

https://twitter.com/colgatesstnblty

), Facebook (

http://www.facebook.com/ColgateUniversitySustainability?fref=ts

), LinkedIn (

http://www.linkedin.com/groups?gid=4266707&trk=my_groups-b-grp-v

) and a blog (

http://blogs.colgate.edu/sustainability/

).

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

http://www.facebook.com/ColgateUniversitySustainability?fref=ts

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

Colgate's Environmental Studies Program has a section of the website dedicated to sharing the results of undergraduate student research in environmental studies (see link below). Each summer, Colgate students conduct research in a variety of disciplines through funding from the Summer Undergraduate Research Program. The results of that research is published in an annual undergraduate research directory (

http://www.colgate.edu/docs/d_campus-life_career-services-for-students_internships_summer-under

graduate-research/summer-undergraduate-research-directory-2012-11-13-12.pdf?sfvrsn=2

). In addition, Colgate University Libraries maintains a digital repository of student research, including research on sustainability issues, through the Digital Commons website at

http://commons.colgate.edu/

. Finally, various faculty members utilize Colgate's YouTube channel (

http://www.youtube.com/user/cuatchannel13

) to share the results of student research projects, including those on sustainability.

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

http://www.colgate.edu/academics/departments-and-programs/environmental-studies/student-researc
h

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

The university's Trudy Fitness Center has been recognized for its green technology and energy efficiency, and has received a gold LEED certification from the U.S. Green Building Council. The LEED (Leadership in Energy and Environmental Design) certification, based on factors such as green construction materials used, waste production, energy use, and water efficiency, was awarded in early May. Trudy officially opened on Jan. 31, 2011.

Trudy's green features have been highlighted in university publications included our top publication (Colgate Scene) and in blogs. Also, our students created a video highlighting the green features of the building:

https://www.youtube.com/watch?feature=player_embedded&v=tU-o-SzYg80#!

.

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

http://news.colgate.edu/2012/06/trudy-fitness-center-awarded-gold-leed-certification.html

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

Frank Dining Hall promotes that their facility is proud of their environmentally sustainable practices and the relationships they have built with local farmers and producers. They serve about 20 percent third-party and local products in their dining facilities. In Frank Dining Hall, we have pamphlets and signage that informs students of our sustainable practices as well as local/sustainable food choices.

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

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning/sustainable-fo
od-and-dining

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

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

A brief description of the 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:

Colgate has a number of options for students to use sustainable modes of transportation. These include our bike share program (Green Bikes), our free bus service (Colgate Cruiser), and Zipcar. Colgate also utilizes Purpool, an online tool that makes it easy for Colgate's employees to organize their workplace-based carpools, and to track savings from carpool practices. Purpool allows employees to search for other Colgate members who live in their area using a map interface, as well as an alphabetical index.

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

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning/alternative-transportation/employee-carpooling

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

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

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

Colgate's website includes a section for students on how they can reduce their individual environmental impact. The guide includes details on paper usage, light bulbs, electricity use, water use, and appliances.

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

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning/green-tips

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:

Last year, the Colgate Maroon News ran a regular column called "Green 'Gate," written by student Cassidy Holahan. While Cassidy is not writing the column this year, the paper has published a number of articles this year regarding sustainability by different writers.

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://thecolgatemaroonnews.com/green-gate-colgate-starts-sustainability-practice-1.2681675

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

Colgate's Environmental Studies Program publishes a newsletter each semester. It lists ENST course offerings, a letter from the director, articles from ENST faculty, and information about sustainability at Colgate and beyond.

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

http://www.colgate.edu/docs/d_academics_departments-and-programs_english_medieval-renaissance-drama/spring-12-enst-newsletter.pdf?sfvrsn=0

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

Yes

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

The Upstate Institute keeps an active blog that highlights many of our Colgate-supported sustainability initiatives on campus and in our region.

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

http://blogs.colgate.edu/upstateinstitute/

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

Yes

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

The Max A Shacknai COVE keeps an active blog that highlights many of our Colgate-supported sustainability initiatives on campus and in our region.

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

http://blogs.colgate.edu/cove/

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

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
Waste Minimization and Recycling

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

Colgate's Office of Sustainability provides education on waste minimization and recycling to campus community members throughout the year. The campaign focuses on how students and staff can minimize landfill waste and reduce, reuse, recycle, and compost. With programs such as RecycleMania, Green Living and Green Office and through activities planned and implemented by an on-campus composting program led by the student Compost Club, the office has improved behaviors across the campus. Colgate's recycling guide is available at:

http://www.colgate.edu/docs/d_distinctly-colgate_sustainability_climate-action-planning_waste-m

inimization-and-recycling/2013-14-colgate-recycling-guide---12-11-12.pdf?sfvrsn=0

Colgate also provides an opportunity for students and staff to track their energy conservation efforts through Building Dashboard (

http://buildingdashboard.net/colgate/

). This tool tracks energy and water usage in student residence halls. The publicly accessible dashboard features up-to-the-minute statistics.

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

Since 2008, we have reduced our landfill waste by over 175 tons (or 19%) while our recycling rate has improved from 16% in 2010 to 24% in 2013. The 2012-2013 year represented the 6th year in a row where our per capita waste declined (56 lbs per person [2008] to 42 lbs per person [2012]). This progress comes as a result of improved recycling infrastructure including recycling bins in each student room and an electronic waste (e-waste) recycling program with 16 stations located throughout campus.

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

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning/waste-minimiza tion-and-recycling

The name of the campaign (2nd campaign):

Electricity Conservation and Efficiency

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

Colgate's Office of Sustainability provides education and social-marketing strategies to reduce electricity consumption on campus. We participate in national competitions such as Campus Conservation Nationals (CCN) and Earth Hour and Colgate-specific residential competitions such as the Broad Street Challenge. The competitions serve as a fun and competitive way to encourage energy conservation and sustainable behavior. We use peer-to-peer education, prompts on light switches, real-time energy use data, and tabling events to reduce wasted energy.

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

Since 2009, we have reduced our electricity consumption on campus by over 1.3 million kilowatt-hours. This is attributed to better systems management, lighting upgrades, more efficient data centers, and all-around more sustainable behavior (e.g., people turning lights off in empty rooms, powering down computers overnight, and unplugging coffee pots and other electronic devices).

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

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning/energy-conservation-and-efficiency

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

Employee Educators Program

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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*.

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

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

Total number of employees:
950

Name of the employee educators program (1st program) :
Green Office Program

Number of employees served by the program (1st program):
140

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

Each office area that volunteers to participate in the Green Office Program selects a team leader (Eco-rep). The Eco-Rep is trained by the Office of Sustainability and is responsible for organizing their team's effort.

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

Each participant receives a presentation from the Sustainability Office and the Eco-Rep works closely with the Director of Sustainability throughout the program.

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

The Director of Sustainability and the Sustainability Office Program Assistant help to run the program. The Green Office Program also receives an annual operating budget sufficient to carry out program goals.

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

http://www.colgate.edu/distinctly-colgate/sustainability/for-faculty-and-staff/green-office-pro gram

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

Northwest Earth Institute Discussion Courses

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

20

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

Volunteer basis open to all staff and faculty.

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

The group meets weekly to discuss an aspect or topic on sustainability based on short readings and articles. Action items are discussed and behavior change is encouraged.

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

This is a joint program between Colgate's Sustainability Office and Health and Wellness Initiative. Books, snacks, beverages, and meeting locations are provided by the Director of Sustainability and the Director of the Shaw Wellness Institute.

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

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

Central New York Energy Challenge

Number of employees served by all other programs:

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

Volunteer basis open to all staff and faculty.

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

The Central New York Energy Challenge is a seven-week program designed to walk participants through home energy efficiency and conservation. Each week has a different theme (e.g., lighting, heating and cooling, reading utility meters, assessing home energy use, etc.) and each participant gets a "homework" assignment. The group nature of this program encourages retention and action and has been successful.

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

The institution provides meeting space and access to Kill-a-Watt devices and SmartStrips.

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

http://cnyenergychallenge.org/

Employee Orientation

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

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

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

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

100

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

There are two orientations each year where the director of sustainability gives an overview of the sustainability program and suggests way for new employees to get involved in sustainability.

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

http://www.colgate.edu/docs/d_offices-and-services_working-at-colgate_resources_opengate/open-gate-april-2013.pdf?sfvrsn=0

Staff Professional Development

<div align="center">

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

</div>

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

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

Institution makes cultural competence trainings and activities available to all employees. Equity and diversity training and harassment training are mandatory for all staff.

Additionally, there are many ways for faculty and staff to cultivate sustainable practices on campus:
*RecycleMania
*Green Office program
*Sustainability Council
*Host Green Events
*Employee Carpooling
*Green Tip of the Month
*Sustainability podcasts

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

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

http://www.colgate.edu/offices-and-services/working-at-colgate/staff-development

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

John Pumilio
Director of Sustainability
Sustainability Office

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
A. Supportive	*Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	*Scope:* 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) *Duration:* May be time-limited, multi-year, or ongoing *Commitment:* Institution provides faculty/staff, financial, and/or material support *Governance:* 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:

Colgate's Director of Sustainability is on the advisory board of the highly successful Solarize Madison County Project that has already led to the installation of nearly 30 solar panels in our county. Phase II of the project is underway and we are anticipating more success. Our podcast can be listened to here:

http://www.youtube.com/watch?v=YOy3rKgYMQg&list=PL6RZbZFxvmUWW0elmqWnWo85vduqpMQuP&index=10

. The Solarize Madison website is

http://www.solarizemadison.com/

.

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):

Colgate's Sustainability Office is working closely with the Central New York Regional Planning and Development Board and the Madison County Planning Department to measure greenhouse gas emissions and develop a region-wide sustainability and climate action plan. Colgate's Director of Sustainability sits on the Expert Advisory Panel. The planning process can be followed through our website at

http://visioncny.org/

.

Colgate's Sustainability Office and Upstate Institute also collaborates with the Town and Village of Hamilton to measure their greenhouse gas emissions and develop and implement climate action plans.

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

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

Colgate's Max Shacknai Center for Outreach, Volunteerism, and Education (COVE) has several programs that support sustainability in our region. The Green Earth Gang (GEG), for example, is a group of student educators who develop and teach environmental programs to children ages 8-10 in local schools through experiential and interactive activities. Once every two weeks the GEG student members teach a 40-minute class about a sustainability-oriented topic.

Colgate's Max Shacknai Center for Outreach, Volunteerism, and Education (COVE) is a professionally staffed organization that supports student volunteers, service-learning classes, internship programs, residential life initiatives, social-change efforts, and change-oriented career counseling to create a healthy and prosperous Hamilton community and Central New York region. The COVE supports numerous student volunteer organizations that promote sustainability in our region. A full list of student organizations can be view on our website:

https://colgate.collegiatelink.net/organizations?SearchValue=COVE&SearchType=Category&CurrentPa

ge=1&SelectedCategoryId=2869

.

Colgate's Upstate Institute promotes a better understanding of the cultural, social, economic, and environmental resources of Upstate New York. Upstate Institute Summer Field School Fellows work with a community, government, or non-profit partner to create and complete projects that will have a positive social, economic, cultural or environmental impact on the Upstate region. More information can be found here

http://www.colgate.edu/centers-and-institutes/upstate-institute/local-learning/field-school

.

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:

Inter-Campus Collaboration

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

"---" *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:

The New York Six Liberal Arts Consortium (Colgate University, Hobart and William Smith Colleges, Skidmore College, St. Lawrence University and Union College) has received a $600,000, three-year grant from the Andrew W. Mellon Foundation to support collaborative programs in the areas of library collections, information technology, faculty and student development, service learning, community engagement, diversity, sustainability and the upstate economy. Participants share best practices and challenges to identify opportunities for collaboration with colleagues at other New York Six schools.

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:

Colgate is also a member of the Association for the Advancement of Sustainability in Higher Education, a signatory of the American College and University Presidents' Climate Commitment, a member of the American Council on Renewable Energy, a member of the New York State Association for the Reduction, Reuse, and Recycling, and an annual presenter in the Adirondack Youth Climate Summit. Over the past two years, Colgate's Office of Sustainability has also presented at the annual New York State Green Building Conference.

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

Colgate's Director of Sustainability is on the Implementation Liaison Support Committee for the American College and University Presidents' Climate Commitment (

http://www.presidentsclimatecommitment.org/il-support-committee

).

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

http://www.colgate.edu/green

Continuing Education

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

Submission Note:

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

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

Yes

Number of continuing education courses offered that address sustainability:

28

Total number of continuing education courses offered:

56

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

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

Upstate Institute's Lifelong Learning Program (

http://www.colgate.edu/centers-and-institutes/upstate-institute/lifelong-learning

): 14 out of 28 courses offered.

2012 Summer on the Hill (

http://www.colgate.edu/alumni/return-to-colgate/summer-on-the-hill

): 9 courses out of 16 offered.

Science Teachers Affiliates (

http://www.colgate.edu/centers-and-institutes/howard-hughes-medical-institute/science-affiliate

s

): 5 courses out of 12 offered.

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

Yes

A brief description of the certificate program:

Colgate does not offer any continuing education certificate programs. However, we offer a Green Office Certification for offices that participate in our Green Office Program and complete a series of action items over the course of a semester. As part of this program, we also offer a seven-week book club style discussion course.

Year the certificate program was created:

2,012

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

Community Service

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

According to our annual exit survey, 73% of seniors report participating in the community service or volunteer work. Information obtained from Brendt Simpson in Institutional Research.

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

Number of students engaged in community service:

2,142

Total number of students :

2,869

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:

31,000

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:

Colgate does not include community service on transcripts.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:
No

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

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

Community Stakeholder Engagement

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

Colgate actively engages with the Hamilton community on all major institutional decisions that impact our growth and/or land use.

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

The population of Colgate is about as equal to the population of Hamilton. The two communities work closely together on all major decisions. Furthermore, the majority of our faculty and staff are residents of Hamilton. Therefore, the overlap makes it difficult to

distinguish one from the other - the two communities are inherently linked and depend on each other.

List of identified community stakeholders:

Elected officials (

http://hamilton-ny.gov/village-of-hamilton/board-commissions-2

)
Hamilton Business Alliance (

http://www.visithamiltonny.com/

)
Pedestrian Safety Committee (

http://hamilton-ny.gov/village-of-hamilton/board-commissions-2

)
Hamilton Senior Citizen Center (

http://www.hamiltonny.com/srcenter/

)

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

Referendum to bring natural gas infrastructure to the village (approved).

http://hamilton-ny.gov/village-of-hamilton/natural-gas

.

Zoning changes to bring a new cultural arts center to the business district (approved).

Referendum to merge Hamilton Central School with Morrisville/Eaton (did not pass).

Collaboration with the Town of Hamilton's updated Comprehensive Plan.

http://www.townofhamiltonny.org/comprehensive-plan-committee/

Collaboration with Colgate's updated Campus Master Plan and Strategic Plans.

http://www.colgate.edu/about/past-present-and-future/strategic-planning/campus-master-plan

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

Participation in Public Policy

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

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

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

Yes

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

In 2013, President Herbst petitioned Congress to reauthorize funding for the University Sustainability Program (USP).

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

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

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

Trademark Licensing

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.fairlabor.org/affiliates/colleges-universities?page=2

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.

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

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

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

Is the institution a member of Practice Greenhealth?:

A brief description of the hospital's sustainability initiatives:

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

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

John Pumilio
Director of Sustainability
Sustainability Office

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 (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

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

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.

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	No
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:

Colgate's Office of Sustainability created a spreadsheet specific to our data collection process for the purposes of simplifying the reporting process. We modeled it off of Clean Air-Cool Planet's Campus Carbon Calculator and use their imbedded emission factors.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	4,861 *Metric Tons of CO2 Equivalent*	7,479 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	593 *Metric Tons of CO2 Equivalent*	439 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	1,814 *Metric Tons of CO2 Equivalent*	1,885 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	**Baseline Year**
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	1,535 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	5,114 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

Colgate University does not currently invest in local offsets. This is a priority for our next Sustainability and Climate Action Plan update.

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

At Colgate University, we recognize that carbon storage and annual sequestration is among the many assets provided by Colgate's forested lands. In 2013, we determined that our 1,059 acres of forests contain 165,491 tons of stored carbon while sequestering an additional 1,578 tons of carbon annually.

During the fall and winter of 2013 we surveyed 9 different units of Colgate's 1,058.7 acres
of land. This resulted in 174 sample points each measuring 1/10 acre in size. We measured every tree with a 3.0 inch dbh or greater. We then used U.S. Forest Service protocols to estimate carbon storage and annual sequestration rates. Our full report can be viewed at

A brief description of the composting and carbon storage program:

We compost over 3,000 lbs of food scraps every week, but we do not count the carbon sequestered.

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

In FY 2012, Colgate entered into an agreement with Patagonia Sur for the purchase of 5,000 tons of offsets per year for 15 years. The project is a reforestation project in The Patagonia Sur Nature Reserve in the Palena province of southern Chile. Over the course of 15 years, approximately 225,000 native trees will be planted on roughly 428 acres of land which will become the Colgate University Forest. The Patagonia Sur reforestation project is acquiring Verified Carbon Standard (VCS) certification. Importantly, the agreement creates academic opportunities for students and faculty to conduct research within the Colgate Forest and The Patagonia Sur Nature Reserve in general.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,334	2,184
Number of residential employees	6	6
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,934	2,784
Full-time equivalent of employees	956	968
Full-time equivalent of distance education students	350	350

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	June 1, 2009	May 30, 2010

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

Our baseline was established with the hiring of our Director of Sustainability and with our first greenhouse gas inventory after signing the American College and University Presidents' Climate Commitment in 2009. Before this, Colgate did not measure our greenhouse gas footprint (comprehensively).

Gross floor area of building space, performance year:

2,203,403 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	121,012 *Square Feet*
Healthcare space	2,202 *Square Feet*
Other energy intensive space	58,742 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	1,727 *Metric Tons of CO2 Equivalent*
Commuting	1,409 *Metric Tons of CO2 Equivalent*
Purchased goods and services	145 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	23 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	3,826 *Metric Tons of CO2 Equivalent*

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

Airline travel paid by or through the university.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/search/?institution_name=colgate+university&carnegie_class=%3F%3F&state_or
_province=%3F%3F

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

Please visit out webpage:

http://www.colgate.edu/distinctly-colgate/sustainability

.

Outdoor Air Quality

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

Submission Note:

Weights of emissions are totals for the year 2013.

"---" *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?:

Yes

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

We have an anti-idling policy for our vehicle fleet.

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:

Our wood boiler and fuel oil boilers are tested regularly for nitrogen oxides (NOx) and sulfur oxides (SOx) and particulates. We have always met NYS Department of Environmental Conservation and EPA guidelines.

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

	Weight of Emissions
Nitrogen oxides (NOx)	30 *Tons*
Sulfur oxides (SOx)	42 *Tons*
Carbon monoxide (CO)	59 *Tons*
Particulate matter (PM)	50 *Tons*
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:

We are switching from fuel oil to natural gas as our back up to wood in 2014. This will further improve air quality in our local area.

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

John Pumilio
Director of Sustainability
Sustainability Office

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)	Yes
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:

Lathrop Hall is LEED certified as verified by the USGBC green building system.

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

2,201,316 *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)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	52,000 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *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 existing buildings 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 existing buildings used by an Established Green Building Council::

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

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

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

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:

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

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

http://www.colgate.edu/offices-and-services/facilities-%28b-g%29

Building Design and Construction

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

Trudy Fitness Center (LEED Gold)
Lathrop Hall (LEED Silver)

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

66,800 *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)	52,000 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	14,800 *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:

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

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

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

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

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

https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/energy-and-buildings

Indoor Air Quality

<div align="center">

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

</div>

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:

2,203,403 *Square Feet*

Gross floor area of building space:

2,203,403 *Square Feet*

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

The Environmental Health and Safety (EHS) Office provides safety and advisory services to the entire campus community. The office is responsible for assessing and evaluating the environment, managing identified risks, advocating safe work practices, presenting quality educational programs and ensuring compliance with university and regulatory standards.

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

http://www.colgate.edu/offices-and-services/environmentalhealthandsafetyoffice

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

John Pumilio
Director of Sustainability
Sustainability Office

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:

Starbucks is the only franchise on campus and they do not serve food in an appreciable amount.

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

19.59

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

2012 Olivia Kuby Seminar Paper.pdf

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

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:

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:

Colgate uses a local distributor who purchases and delivers locally produced foods (e.g., vegetables, herbs, diary, poultry, swine, beef, grains, etc.) to the university. We also purchase local foods from area vendors such as Byrne Dairy, United Whole Foods, Mento, and others. Altogether, the university spends about 20% of its food budget on local and or 3rd party certified food and beverage items. This conclusion is the result of a 2012 report by Colgate student, Olivia Kuby '12.

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

It is a very manual process. At this point we are going through receipts and calling distributors and suppliers. We are working with our dining service provide and local distributors to change the system.

Total annual food and beverage expenditures:

2,369,321 *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	Yes	No
Convenience stores	No	No
Vending services	No	No
Concessions	No	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:

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

available:

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning/sustainable-fo
od-and-dining

Low Impact Dining

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

Submission Note:

Data on conventional vs sustainable animal products purchased is an estimate based off of incomplete information.

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

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

30

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

This is a complete estimate based off of a 2012 student report on local and sustainable food purchases. The student did not attempt to breakdown animal product purchases so we had to estimate this based on the data we did have.

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"):

We have a vegan bar (The Wild Mushroom) available for every dinner in our main dining hall. We also have vegetarian and vegan options for every meal.

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

Students working in the Office of Sustainability and as members of several environmentally-focused student clubs have organized advocated for meatless Mondays and other awareness campaigns to reduce consumption of animal products.

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

http://www.colgate.edu/campus-life/campus-dining/dining-locations

Annual dining services expenditures on food:

2,369,321 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

710,796 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

189,546 *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

John Pumilio
Director of Sustainability
Sustainability Office

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.

Submission Note:

2009 Baseline:
Wood chips = 22249 tons = 10 MMBtu/ton = 222490 MMBtus
Fuel oil #6 = 371457 gallons = 0.150 MMBtu/gallon = 55719 MMBtus
Fuel oil #2 = 185503 gallons = 0.138 MMBtu/gallon = 25559 MMBtus
Electricity = 31571030 kWh = 0.003412 MMBtu/kWh = 107720 MMBtus
TOTAL = 411488 MMBtus

2012 Performance:
Wood chips = 21718 tons = 10 MMBtu/ton = 217180 MMBtus
Fuel oil #6 = 215397 gallons = 0.150 MMBtu/gallon = 32310 MMBtus
Fuel oil #2 = 167539 gallons = 0.138 MMBtu/gallon = 23120 MMBtus
Electricity = 30390822 kWh = 0.003412 MMBtu/kWh = 103694 MMBtus
TOTAL = 376,304 MMBtus

"---" *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	376,304 *MMBtu*	411,488 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	103,694 *MMBtu*	107,720 *MMBtu*
District steam/hot water	272,610 *MMBtu*	303,768 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,340,773 *Gross Square Feet*	2,331,239 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	121,012 *Square Feet*
Healthcare space	2,202 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	6,858
Cooling degree days	656

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	June 1, 2009	May 31, 2010

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

It was the first year we conducted a comprehensive greenhouse gas inventory after signing the American College and Universities Presidents' Climate Commitment. 2009 was also the year Colgate's official sustainability program started.

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

We have an ongoing program utilizing data from the campus energy management and utility data acquisition systems to reduce energy demand through modification and optimization of control schemes, occupancy control schedules, temperature setback, and outdoor air ventilation systems management

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

We recently replaced sixty 250-watt and eighteen 100-watt incandescent bulbs from Olin Hall's Love Auditorium and replaced them with seventy-eight 20-watt energy efficient LED lights. The LED lights cost about $3,500. The project was refunded $2,000 from the Hamilton Coop Electric. So, overall the project cost Colgate about $1,500 plus the cost of labor. This lighting upgrade will reduce energy consumption by about 420,000 kWh a year. At $0.041 per kWh this will save Colgate approximately $17,500 a year in electricity costs and reduce our campus carbon footprint by 25 tons.

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

We use motion detectors in most of our academic buildings, all newer buildings, and all buildings that have been recently renovated.

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

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

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

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

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

Over the past few years, we have invested in sub-metering for all buildings connected to our main steam line. This project included upgrading our energy management system to allow our college engineer and facilities staff to identify energy waste and better control energy use on campus.

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

We have a campus policy to purchase Energy Star appliances and EPEAT computer systems.

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

Since 2011, we have incorporated about 20 acres into a reduced mow regime.

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

We recently contracted with Coca-Cola to replace all our current vending machines with energy efficient ones that have the vending miser. Overall, we only have a handful of vending machines on campus.

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

Many. See our Sustainability and Climate Action Plan for a list of the projects we have and continue to implement.

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

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning

Clean and Renewable Energy

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

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

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

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
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	0 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	217,180 *MMBtu*
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 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	16,593 *MMBtu*

Total energy consumption, performance year:

376,304 *MMBtu*

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

All of our electricity is purchased from our local municipality.

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

Colgate's wood-fired boiler processes approximately 20,000 tons of locally and sustainably harvested wood chips per year. Each year, this renewable and carbon neutral resource helps the university avoid consuming the equivalent of 1.2 million gallons of fuel oil and saves us over $1.8 million in heating costs.

We also grow some of our own energy in the form of fast-growing willow. Our willow plot is located only a mile from campus on a 7.5 acre plot. We anticipate harvesting about 100 tons of willow every 3 years over the next 30 years.

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

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

In 2013, we purchased 4,863 mWh of Green-e certified wind RECs from Sterling Planet.

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

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning/renewable-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

John Pumilio
Director of Sustainability
Sustainability Office

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

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • 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
3) Organic, Certified and/or Protected	Protected areas and land that is: • 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	1,780 *Acres*
Footprint of the institution's buildings	170 *Acres*
Area of undeveloped land, excluding any protected areas	1,448 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	162 *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 :

Colgate University has been applying IPM principles on campus grounds and athletic fields for years. It is truly a practice not a written plan.

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

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

Our campus grounds, buildings, and landscaping are lined with all local and native tree species, shrubs, and flower gardens.

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

All of Colgate's grass trimmings are mulched up during the mowing process, we do not collect clippings. Furthermore, all tree limbs and yard waste is collected, chipped, and used to provide energy in our wood-fired boiler.

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

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

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

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

We have replaced road salt with magnesium chloride that is more environmentally benign.

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

In 2013, we certified 1,059 acres of forested land under the American Tree Farm System for long-term sustainable management.

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:

Biodiversity

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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?:
No

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:

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:

As part of the process to receive Tree Farm Certification, we worked with the NYS Department of Environmental Conservation to identify any endangered or threatened species on our property. This survey process will be repeated every five years.

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

Spreading Globeflower (Trollius laxus, NYS listed as Rare) was identified on an adjacent property but not directly on Colgate property.

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

Colgate manages 1,059 acres of forest that is mostly unfragmented and contains intact local ecosystems. Our 2007 Forest and Open Lands Stewardship Plan further designates hundreds of acres as "preservation." In 2013, we received American Tree Farm Certification for all of our forestland to demonstrate long-term sustainable forest management. Additionally, Taylor Lake---located on the main campus---attracts different species of birds such as mergansers, ducks, geese, other types of waterfowl, and neotropical migrants.

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

https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/land-use-and-grounds-maintenance

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

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.

"---" *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?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

In 2013, Colgate joined the State Electronics Challenge (SEC) and we are committed to purchasing 95% of our electronic equipment to be EPEAT certified.

http://www.stateelectronicschallenge.net/requirements_checklist.html

.

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

Every standard configuration workstation, desktop and laptop that Colgate currently buys is EPEAT Gold, whether from HP or Apple, our normal vendors.

Does the institution wish to pursue 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	15,500 *US/Canadian $*
EPEAT Gold	596,550 *US/Canadian $*

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

612,050 *US/Canadian $*

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

http://www.colgate.edu/offices-and-services/purchasing/procurement-sustainability

Cleaning Products Purchasing

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

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

Colgate's Environmental Services Department uses cleaning products that are Green Seal certified to meet or exceed GS-37 and GS-42 standards. We also have floor and hand held machines which use ionized water to clean surfaces which have also been independently evaluated in their effectiveness. These products and practices provide a sanitary environment for our faculty, staff, and students while providing for a safer work environment for our employees.

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

Purchasing Green Seal cleaning products is the only option made available through out purchasing contracts and vendors.

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:

38,400 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

38,400 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

Yes

A brief description of the institution's low-impact, ecological cleaning program:

We are committed to Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42).

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:

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

http://www.colgate.edu/offices-and-services/purchasing/procurement-sustainability

Office Paper Purchasing

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

"---" *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?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

We worked out an agreement with our vendor, W.B. Mason, to offer only recycled paper options to our employees. Purchasing non-recycled paper is not an option at Colgate.

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

We established the goal that Colgate would no longer purchase non-recycled paper by 2012 in our 2011 Sustainability and Climate Action Plan. That goal was met and 2012 was the first year in our history where only recycled content paper was purchased and used on campus. Furthermore, in 2012, we also purchased over 4,000 lbs of tree-free, carbon neutral paper.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	25,794 *US/Canadian $*
50-69 percent	5,436 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	23,376 *US/Canadian $*

Total expenditures on office paper :

54,616 *US/Canadian $*

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

https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/procurement-and-purchasing-policies

Inclusive and Local Purchasing

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

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

Colgate University has established a Historically Underutilized / Small Business Procurement Program to track and promote procurement with small, disadvantaged and women-owned businesses.

Program Objectives: 1) Inform the campus community on the needs and capabilities of small, disadvantaged, and women-owned businesses. 2) To increase participation of small, disadvantaged, and women-owned business concerns in the Colgate University procurement process.

Program Highlights:

The Colgate University Purchasing Department will continue to collect and compile vendor data related to the business classifications of vendors providing services and goods to the university. By doing so, the above data will continue to become available on an annual basis to monitor and highlight program trends.

The above goals are an effort to demonstrate that the Purchasing Department and the Colgate community can effectively include Historically Underutilized Businesses in the procurement process.

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:

http://www.colgate.edu/offices-and-services/purchasing/hubpurchasing

Life Cycle Cost Analysis

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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):

For all new construction and major renovations, we evaluate energy-based systems and water conservation projects on first cost, annual operating cost, annual cost/savings, estimated life of the project, and other intangible values before making a final decision.

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

Guidelines for Business Partners

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.

"---" *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?:

All

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):

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

Colgate's 2011 Sustainability and Climate Action Plan establishes baseline environmental criteria that we expect from each of our business partners. For example, the Sustainability Office works closely with our Dining Services provider and office supplier to ensure that our environmental goals are being met.

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:

We do not have a formal vendor code of conduct.

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

http://www.colgate.edu/offices-and-services/purchasing

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

Campus Fleet

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

90

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	2
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	2
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:

In spring of 2014, we installed a level 2 dual arm electric vehicle charging station from ChargePoint.

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

https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/ground-transportation

Student Commute Modal Split

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

These estimates from student commuting behavior were based on surveys from student research papers in F-SEM 124: Global Change and You.

"---" 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	65
Vanpool or carpool	18
Take a campus shuttle or public transportation	17
Use a motorcycle, scooter or moped	0

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

These estimates from student commuting behavior were based on surveys from student research papers in F-SEM 124: Global Change and YOU.

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

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning/alternative-transportation

Employee Commute Modal Split

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

17

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)	83
Walk, bicycle, or use other non-motorized means	9
Vanpool or carpool	7
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	---

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

The data for this credit was taken from our annual employee commuter survey. Out of 333 survey respondents, 277 drove alone as their primary way of commuting and 56 used alternative commuting methods.

Out of the 333 respondents, 226 drove alone all the time and 107 used alternative transportation at times.

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

http://www.colgate.edu/distinctly-colgate/sustainability/for-faculty-and-staff

Support for Sustainable Transportation

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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

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:

Huntington Gym has lockers and shower facilities for bicycle commuters and secure bike racks are found all around campus. In the Drake Hall tunnel we have indoor and secure storage for our Green Bikes Program.

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)?:

No

A brief description of the bicycle parking and storage facilities:

We have bike racks throughout campus but do not provide long-term bicycle storage of all residence halls.

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?:

No

A brief description of the bicycle/pedestrian policy and/or network:

A key goal of Colgate's 2013 Campus Master Plan is to create a pedestrian and bike-friendly campus with designated routes.

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

Yes

A brief description of the bicycle sharing program:

The Green Bikes program was originally conceived in fall of 2005 as a community bicycle program. The goal of the program was to provide the Colgate and Hamilton community with inexpensive, convenient, human-powered transportation to decrease reliance on automobiles.
Our current fleet consists of 25 bicycles that are rented to specific individuals on a semester basis. It promotes responsibility and accountability for the maintenance and usage of the bike.

We also hold tune-up workshops to support all bicycle commuters on campus. The goal is to increase the program to 60 bicycles by 2015.

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):

Colgate offers a free commuter shuttle bus for all students, employees, and residents in the Hamilton, NY community. The Colgate Cruiser is convenient and provides an alternative way to meet new people. The Cruisers' route includes the main campus and the village of Hamilton providing easy access to the Colgate Bookstore, Hamilton Movie Theater, Barge Canal Coffee House, off-campus residence halls and apartments, and other local stores and restaurants in the downtown area.

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:

Colgate utilizes a ridesharing program called Purpool.

Purpool is an online tool that makes it easy for Colgate's employees/students to organize their workplace-based carpools and to track your savings while making new friends and helping the environment.

When signed into Purpool the individual only interacts with other Colgate affiliates to promote safety and privacy.

Purpool allows individuals to search for other Colgate members who live in our area using a map interface as well as an alphabetical index.

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:

We have two ZipCar's on campus for use among all faculty, staff, students, and community members.

Colgate's Student Government Association spearheaded the effort to bring Zip Car to campus in 2011.

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:

As of 2014, we have one dual arm Level 2 charging station on campus.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Colgate employees can and do telecommute if approved by their supervisors in advance. Roughly 10 percent of Colgate employees work remotely at least one day per week according to our 2012 Employee Commuter Survey.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

Colgate employees can and do work a condensed work week if approved by their supervisor in advance.

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

Yes

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

The university maintains several houses and a five-unit apartment complex (see photos below) for lease by faculty and staff. Rent levels are established to recover Colgate's costs of maintaining properties. Colgate does not make a profit on its rental properties by adding a profit margin to rents, nor does it attempt to recover the opportunity costs of maintaining rental properties rather than investing the property value elsewhere. In fact, at present Colgate is minimally subsidizing most renters by not fully recovering its costs.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Colgate has a free shuttle service available to students, employees, and community members. Colgate also has a transportation service desk to assist students with carpooling, trains, and bus transportation.

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

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning/alternative-transportation

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

John Pumilio
Director of Sustainability
Sustainability Office

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:

Landfill Waste:
Our landfill waste data goes back to 2007. A trendline gave us an estimate of 1,057 tons in 2005.

Recyclables:
Our recycling data is collected during the 10-week RecycleMania competition and goes back to 2009. A trendline gave us an estimate of 15,000 lbs of recyclables during the competition for 15,000. We extrapolated this for the year and came up with a total of 97,500 lbs (48.75 tons) in 2005.

We used the same approach in 2012 and extrapolated our RecycleMania data for the year. This resulted in 339,300 lbs (169.65 tons) of recyclables in 2012.

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

Waste generated::

	Performance Year	Baseline Year

Materials recycled	169.65 *Tons*	48.75 *Tons*
Materials composted	36.40 *Tons*	0 *Tons*
Materials reused, donated or re-sold	32.50 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	754.14 *Tons*	1,057 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,619	2,561
Number of residential employees	7	7
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,869	2,811
Full-time equivalent of employees	950	946
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	June 1, 2004	May 31, 2005

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

Our baseline was established during the 2004-5 fiscal year because that is the time when accurate records were first kept.

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

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

We limit the minimum purchase order to $50 (up from $35). This reduces overall deliveries and packaging. We are working with our office supplier to right-size packaging on office supply orders.

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

Colgate operates a Salvage program that takes and refurbishes all electronic devices (computers, televisions, printers, digital projectors, etc.) and furniture (desks, closets, tables, etc.) for reuse or recycle.

http://www.colgate.edu/offices-and-services/purchasing/salvagesurplus

The university's Green Office Program also operates a free office swap program for all Colgate employees.

http://www.colgate.edu/distinctly-colgate/sustainability/for-faculty-and-staff/green-office-pro

gram

.

Students also started a 'Gate Swap program that serves as a reuse program for all Colgate community members.

http://www.gateswap.com/

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

We have all of our course catalogs, schedules and directories online and no longer make hard copies of our directories.

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

We installed print-release stations throughout Colgate's public printing areas. Students/employees must now release their print jobs before printing happens. This has saved many thousands of sheets of paper annually. We also default double-sided printing for all public printing stations. These measures and increased use of digital formats and public awareness about wasteful printing has resulted in nearly a 50 percent reduction in the amount of paper we are consuming as a university since 2009. In real numbers, this a over 2.5 million sheets of paper saved every year.

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

At the end of each academic year, COVE volunteers tour residence halls and apartments on campus to salvage unwanted and donated materials for local charitable organizations.

Volunteers collect, sort, and organize items for local non-profits to "shop" — at no cost — for items needed to cover their core functions and services.

Results
Last year, items included food, clothing, furniture, bedding, kitchen utensils, books, and toiletries. The 47 student, staff, and faculty volunteers combined to spend more than 470 hours collecting and sorting the items in Starr Hockey Rink for pickup by 30 non-profit organizations located throughout Central New York.

The estimated value of all salvaged items put into the hands of people who need them amounted to $23,000. The organizations we work with for this program report that the individuals they serve receive much-needed supplies to furnish transitional housing, provide warm clothing and bedding and educational materials, and stock the food pantry shelves for our neighbors.

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

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

We compost all pre-consumer food scraps on campus. Students routinely organize scrape the plate events and waste audits so we can track the amount of food waste generated on campus.

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:

We compost all pre-consumer food scraps on campus. We also use the LeanPath system to reduce overall food waste generated through the preparation and disposal of food in our kitchens.

Colgate University went trayless dining in 2012. This was the result of a student-led effort where Environmental Studies students researched the economic feasibility and the social and environmental impacts of going trayless in our main dining hall. Our student government association picked up on this and pushed it through with support from Colgate's Dining Services.

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

Students routinely organize scrape the plate events and waste audits so we can track the amount of food waste generated on campus.

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):

All our take-out locations utilize corn-based compostable packaging and flatware.

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):

All our dinnerware is corn-based compostable flatware.

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:

We offer beverage discounts at the Coop and the library café for those with reusable mugs.

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://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/waste-m
inimization-and-recycling

Waste Diversion

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

End of Year Salvage Program (Move Out):
This is the estimate from 2011:
Total 14' Uhaul loads: 13
Total Cargo Van loads: 3.75
Total Pick-up Truck loads: 4.5
Number of Community Partners: 35
Estimated Worth: $42,534

This is the estimate from 2012:
Total 14' Uhaul loads: 9 (3 tons per load = 27 tons)
Total Cargo Van loads: 2.5 (2.5 tons)
Total Pick-up Truck loads: 3 (3 tons)
Number of Community Partners: 35
Estimated Worth: $23,000

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

Materials diverted from the solid waste landfill or incinerator:

457.55 *Tons*

Materials disposed in a solid waste landfill or incinerator :

754.14 *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:

Colgate diverts materials from the landfill by reusing or donating items and materials such as office and school supplies, electronic equipment, furniture, clothing, food, books, etc. through salvage programs, donations, and giveaway options.

Here is a breakdown of programs that divert waste:

~End of the year Salvage (move out program): 32.5 tons

~Craig Blanchard's year-around salvage program for furniture, large electronic waste, etc.: Total = 148.5 (eWaste = 23.5 tons; Computers and furniture resold = 125 tons).

~Recyclables (Paper, cardboard, plastics, glass, metals): 169.65 tons

~Compost: 3.9 tons

~GateSwap and Office Swap Programs: 3 tons

~Small electronic waste: included in Blanchard's Salvage Program

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

Colgate's Dining Services provides over 80 meals weekly to the Friendship House (a local soup kitchen).

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

Colgate began composting pre-consumer food scraps in our main dining hall for all meals in 2010. Our Dining Services staff collects the food scraps and our Facilities Department brings the organic material to our on campus composting facility. The site is managed and promoted by our student group, The Compost Club.

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

We are looking to roll-out post-consumer composting in the next year to compliment our pre-consumer composting program.

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	Yes
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

John Pumilio
Director of Sustainability
Sustainability Office

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:
Trudy Fitness Center Construction: We diverted 432.5 tons of waste out of a total construction waste of 535.4 tons.
Lathrop Hall Renovation: The project produced 695.66 tons of waste of which 535.34 tons were recycled or otherwise diverted from the landfill.

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

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

967.84 *Tons*

Construction and demolition materials landfilled or incinerated :

263.22 *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:

Colgate specifies in all general and subcontractor contracts that renovation and building debris must be removed and properly recycled or disposed of in accordance with all federal and New York State laws. Furthermore, all new buildings and major renovations adhere to at least LEED Silver standards. We strive to recycle at minimum 50 percent of all construction debris.

Hazardous Waste Management

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

The Department of Environmental Health and Safety (EHS) provides safety and advisory services to the entire campus community. EHS is responsible for conducting environmental surveys, managing identified risks, advocating safe work practices, presenting quality educational programs, and ensuring compliance with university and regulatory standards.

Colgate University had a Resource Conservation Recovery Act (RCRA) inspection by the NYS Department of Environmental Conservation (DEC) this past fall, which included a regulatory compliance inspection of the University's hazardous waste management and universal waste management programs, and received no violations. The university substitutes non-hazardous chemicals for hazardous chemicals in experimentation whenever practicable. Colgate also sends its light-bulbs, batteries, and used oils to the county and/or commercial service providers for recycling. In addition, the university donates its wood-fueled boiler ash (as opposed to sending it out for disposal as non-regulated chemical waste) to local farmers to be used as fertizer for their crops. Parts cleaner sink systems have been been placed in the fine arts, performing arts, and facilities paint shops to minimize cleaning hazardous waste streams and recycle cleaning solvents.

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

Colgate's HAZMAT Contingency Plan provides a written plan of action for Colgate University in the event of a fire, explosion, or unplanned release of hazardous materials or hazardous waste that could pose a threat to human health and/or the environment.

The university follows all local, state, and federal waste regulations. These waste streams are collected at satellite accumulation areas (SAAs) and stored in a main accumulation area (MAA). Waste streams are segrated by compatibility, consolidated whenever possible, containerized, properly labeled, profiled, and then disposed of by various service providers (Clean Harbors Environmental, Stericycle, etc).

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

We haven't had any.

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

Colgate's Environmental Health and Safety Office conducts routine chemical inventories within the sciences, shops and studios. Our program takes stock (unused) chemicals that are given to us and put them into a "surplus" inventory. Each faculty and staff member within the sciences has access to this list via Google Drive and can request those chemicals at no cost for their labs. We do not keep all unused stock chemicals because it is not safe to do so, for example we do not keep chemicals that are peroxide forming, expired, contaminated, etc.

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):

Colgate has a salvage program where all Colgate-owned electronic waste (such as computers and peripheries, printers, televisions, etc.) are refurbished and re-sold or recycled properly through Regional Computer Recycling & Recovery (RCR&R) in Rochester, NY.

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

Colgate's electronic waste recycling program uses Regional Computer Recycling & Recovery (RCR&R) out of Rochester, NY. RCR&R is certified for safety and proper recycling techniques/protocols. They are a zero waste facility. See their website for more information:

http://www.ewaste.com/

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

http://www.colgate.edu/offices-and-services/environmentalhealthandsafetyoffice

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

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

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

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	72,024,172 *Gallons*	113,726,668 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	2,012 *Gallons*	2,005 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	2,619	2,561
Number of residential employees	7	7
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,869	2,811
Full-time equivalent of employees	950	946
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	2,201,316 *Square Feet*	2,012,751 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	345 *Acres*	395 *Acres*

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	June 1, 2004	May 31, 2005

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

Fiscal Year 2004-5 is the earliest year we have reliable data for.

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:

We do collect stormwater run-off in rain barrels to assist with the irrigation of our 0.5 acre organic garden.

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

We have sub-metering for water on nearly all of our buildings connected to our main steam line and for all buildings off the main line.

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

In 2011-12, we replaced all showerheads on campus with low-flow models. We also install aerated faucets and low-flow toilets in all renovations and in some cases as part of general replacement.

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

In the summer of 2013, we replaced all washers and dryers on campus with water and energy efficient models.

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

All plants and trees used for campus landscaping are native and do not need irrigation.

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

N/A

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

Except for our golf course and a couple of athletic fields, we do not irrigate our grounds. We have a proposal to construct a retention pond so that all water for our golf course will come from non-potable sources.

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

https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/water-c
onservation

Rainwater Management

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

All new construction projects utilize retention ponds and porous surfaces in parking areas.

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? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Colgate University's Board of Trustees recently approved our updated Campus Strategic and Master Plans. Both plans fully incorporate principles of sustainability with special attention to rainwater management and restoration of our natural watershed. In particular, the Campus Master Plan will: 1) remove acres of mowed lawn and replace that with a functional arboretum and native vegetation that reduces runoff and provides ecological habitat and services, and 2) separate Payne Creek from Taylor Lake (water systems located in the heart of campus) in an effort to restore the natural watershed, improve water quality, and use the lake as a storm-water basin. Colgate's 2013 Campus Master Plan represents a committed mix of climate mitigation and adaptation strategies. Both plans elevate sustainability as a core institutional strategy at Colgate in the years ahead. Here is a link to our Strategic Plan webpage:

http://www.colgate.edu/about/past-present-and-future/strategic-planning

A brief description of any rainwater harvesting employed by the institution:

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:

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

We implemented porous paving in the parking area of our new fitness center.

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 constructed a retention pond as part of our new fitness center.

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

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

We are adding 30 acres to our "no mow" portfolio to reduce runoff into Taylor Lake and to avoid labor costs and emissions associated with mowing. Additionally, our Campus Master Plan is dedicated to restoring our watershed by separating Taylor Lake from Payne Creek and planting native vegetation and reducing runoff of paved surfaces.

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

http://www.colgate.edu/about/past-present-and-future/strategic-planning/campus-master-plan

Wastewater Management

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

72,024,172 *Gallons*

Wastewater naturally handled:

0 *Gallons*

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

We don't have any formal systems in place to naturally handle our 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

John Pumilio
Director of Sustainability
Sustainability Office

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:

Please view our webpage (

www.colgate.edu/green

) and browse our blog (

http://blogs.colgate.edu/sustainability/

) for recent accomplishments and activities.

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:

Charge to the Colgate Sustainability Council

As an educational institution, Colgate recognizes its responsibility to promote understanding of environmental stewardship and sustainable practices among its faculty, staff, and students. Colgate's setting near the foothills of the Adirondacks in central New York makes this responsibility an especially important one. With increased regional, national and global awareness of the importance of environmental and sustainability issues, and a keen sense of the leadership role educational institutions must assume in promoting best practices in sustainability, it is incumbent on the Colgate community to exploit the opportunities and meet the challenges inherent in this role. We believe that the university's educational mission provides us with unusual opportunities to foster sustainable practices as we determine how to most efficiently and responsibly use, preserve, and renew our institutional resources. Through our collaborative efforts administrators, faculty, staff, students and members of the surrounding Hamilton community can join together to promote greater emphasis upon sustainability and to steward Colgate's campus and land holdings.

The Sustainability Council is charged with (1) encouraging the development of a coordinated vision for short-term and long-term planning for the University to ensure a safe, healthy and sustainable campus environment and infrastructure, including the protection of the integrity and beauty of the campus and other Colgate lands; (2) making recommendations concerning conservation issues including resource use and development, energy efficiency, waste reduction and recycling, pollution abatement, environmentally-responsible building methods and other measures consistent with environmentally sustainable practices; (3) assisting the institution with environmental audits on a regular basis (ca. 10 year periods); and (4) promoting and publicizing the activities and successes of the institution involving sustainability as part of our overall strategic goal of deepening Colgate's status as a leading liberal arts institution.

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

The Sustainability Council is composed of a representative group of faculty, administrators, and students and will include the Director of Sustainability, the Associate Vice President for Facilities, the Associate Provost, the Directors of Environmental Studies and Outdoor Education, three additional faculty appointed by the President from the Natural and Social Sciences and the Humanities, a representative from Communications, the DOC staff, and the Upstate Institute, the Manager of Environmental Health and Safety, and two students appointed by the President. This composition will ensure strong ties between the educational and operational components of the institution and maintain close communication among these entities. The President may also make temporary appointments to this Council when a particular expertise is needed for a specific project. The Chair will be one of the faculty members, elected for a two-year term by the members of the committee.

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

http://www.colgate.edu/distinctly-colgate/sustainability/sustainability-council

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 is led by the Director of Sustainability and supported by a program assistant (part-time), administrative assistant (part-time), and student interns. The Office is responsible for advancing sustainability principles and practices in our operations, day-to-day decision-making, and across our curriculum and co-curricular experiences.

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

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

http://www.colgate.edu/green

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

John Pumilio, Director of Sustainability

A brief description of each sustainability officer position:

The Director of Sustainability is responsible for advancing sustainability principles and practices in our operations, day-to-day decision-making, and across our curriculum and co-curricular experiences. The Director of Sustainability mentors and manages a program assistant and student interns. The Director works closely with faculty members and students in our formal curriculum an co-teaches in our Environmental Studies Program.

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

http://www.colgate.edu/green

Sustainability Planning

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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

Other	---	---

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

Recently, faculty leaders held a Faculty Development Council teaching table on incorporating sustainability more broadly into the curriculum. This is part of a broader goal of our Sustainability Council and commitment to the American College and Universities President Climate Commitment to ensure that all Colgate students receive a basic education in sustainability and climate change issues.

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

Host a session at the White Eagle faculty retreat on sustainability in the curriculum.
Explore the option of integrating sustainability into required CORE classes so that all students get an introduction to principles and issues of sustainability.

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

Faculty Chair of the Sustainability Council
Director of the Environmental Studies Program
Division Directors
Dean of the Faculty
Director of Sustainability

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

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

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

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

Colgate has a robust and very active eco-rep program and a green office program. Student interns working in the Office of Sustainability carry out a multitude of events, initiatives, and programming to engage peers on issues of sustainability.

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

Green Living Program (Eco-Rep)

By 2015, we hope to influence the behavior of nearly 2,000 residential students or over 70 percent of Colgate's student body. This will result in an estimated annual savings of $104,500 in water, energy, and reduction of resource consumption and an estimated greenhouse gas reduction of 276 MTeCO2.

Green Office Program

By 2015, we hope to certify 40 offices influencing the behavior of 240 individuals or 25 percent of Colgate's employees. This will result in an estimated annual savings of $110,000 in water, energy, and reduction of resource consumption and an estimated greenhouse gas reduction of 188 MTeCO2.

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

Sustainability Office and student interns.

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

The Office of Sustainability and Colgate's Upstate Institute collaborates with local and regional government and non-profit organizations to complete greenhouse gas inventories, climate action plans, and energy/sustainability audits. Over the past few years, we have worked closely with Village and Town offices, the Central New York Regional Planning and Development Board, Solarize Madison County, and Camp Fiver (development and leadership program for at-risk youth).

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

The Sustainability Office is a resource for the community and offers routine programming and support to our local community through the Lifelong Learning Program, Hamilton Initiative, village and town offices, and other programs (such as the Central New York Energy Challenge). This public engagement is ongoing without a formal time-frame or measurable objective.

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

Office of Sustainability
Upstate Institute
Lifelong Learning Program

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

In 2011 our Sustainability and Climate Action Plan was approved by President Herbst and his staff. This plan commits the university to carbon neutrality by 2019 with interim complementary goals to reduce our gross emissions in the coming years:
• By 2015, reduce gross greenhouse gas emissions to 11,249 MTeCO2 or 35% below the 2009 baseline.
• By 2020, reduce gross greenhouse gas emissions to 10,412 MTeCO2 or 40% below the 2009 baseline.

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

Colgate University is committed to climate neutrality by 2019 as stated in our 2011 Sustainability and Climate Action Plan and 2013 Campus Strategic and Master Plans.

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

President's Office
Dean of the Faculty
Dean of the College
VP for Finance and Administration and Facilities Department
Sustainability Office

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

Colgate University has 160 buildings encompassing over 2.3 million square-feet of floor space. Providing energy to these buildings consume as much as 80% of the electrical and fuel oil use on campus and is responsible for 46% of the university's gross greenhouse gas emissions. Each year, Colgate spends over $4.5 million in energy and water consumption. For these reasons, how we construct, renovate, and operate our buildings has significant impacts on our energy use, budget, and ecological and carbon footprints, and therefore, is an essential component of Colgate's 2011 Sustainability and Climate Action Plan.

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

Energy Conservation Measures
In 2013, Sanford Field House energy conservations measures were implemented saving $25,622 in annual operating costs while reducing our campus carbon footprint by 35 MTeCO2.
Electricity consumption in Sanford Field House is reduced by 593,450 kWh during Fiscal Year 2013 compared to the baseline in 2010.

Olin Hall energy conservations measures will soon be implemented saving $34,673 in annual operating costs while reducing our campus carbon footprint by 92 MTeCO2.
Electricity consumption in Olin Hall is reduced by 310,799 kWh once implemented compared to the baseline in 2010.

In 2014-5, McGregory Hall energy conservations measures are implemented saving $21,495 in annual operating costs while reducing our campus carbon footprint by 60 MTeCO2.
Electricity consumption in McGregory Hall is reduced by 155,204 kWh during Fiscal Year 2014 compared to the baseline in 2010.

Green Building
All new construction and major building renovations strive for LEED Silver standard or equivalent and a 30-40% energy performance improvement over ASHRAE 90.1 2007.

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

Facilities Department
Office of Sustainability

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

We recently received approval to form an ongoing Sustainable Food Systems Working Group and to hire a new Sustainable Dining Coordinator.

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

Overarching goal:
By 2015, 30% of Colgate's food purchases come from local sources (within a 250-mile radius).

Goal #1
Form an Advisory Group by spring semester 2014 to monitor longterm progress and provide cross-departmental support in advancing sustainability in dining services.

Goal #2
Hire a full-time Sustainable Dining Coordinator by the start of fall semester 2014.

Goal #3
Provide a complete assessment of our local, communitybased, and thirdparty certified food purchases by fall semester 2015 and propose an institutional goal for purchasing of sustainable foods.

Goal #4
Make sustainability an emphasis of dining services contract renegotiations in 2015, especially as it relates to direct, local procurement from farmers and producers.

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

Dining Services
Sustainability Office

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

Colgate's central steam plant heats 37 main campus buildings and provides the heat source for laundry equipment, domestic water heating, dining hall food preparation, laboratory, library, and ice rink humidity control, and building humidification. The heating plant was constructed in 1907 as a coal-fired plant. It was converted to heavy fuel oil #6 in 1966. In 1981, a wood chip burning boiler addition was constructed. Although the wood-firing capacity at Colgate is only about 40% of the peak cold day campus steam requirement, that capacity is used year round at nearly full load so that Colgate derives 75% to 80% of its annual heating requirement from wood combustion. The remaining steam is generated with fuel oil #6 in two water tube boilers installed in 1966 and one fire tube boiler installed in 1987. The two older boilers have exceeded their expected life of 40 years and the newer boiler reached its expected life of 25 years in 2012. Additionally, the main heating plant layout, ancillary systems, and equipment have not been upgraded, with the exception of the wood boiler system in 1981, in 45 years. Many safety, functional, and efficiency issues exist. Colgate's 2011 Sustainability and Climate Action Plan emphasized the need to upgrade our heating plant as specified below.

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

In 2014, two new 60,000 lbs/hr natural gas ready boilers were installed in the heating plant. This will save the university between $275,800 to $366,000 per year in fuel costs and reduce our greenhouse gas emissions by 1,258 MTeCO2.

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

Facilities Department

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

Our plan is to establish and increase "no mow" areas around campus.
Certify our 1,000+ acres of forested lands for long-term sustainable management under the American Tree Farm Program.
Reforest portions of our grounds that are currently being mowed.
Promote sustainability in our campus golf course.

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

By 2015, establish eight acres of campus grounds that are reforested. By 2025, establish a total of 30 acres of campus grounds that are reforested.

In 2013, Colgate began accounting for annual forest sequestration rates by demonstrating a long-term commitment to forest preservation and by undertaking field measurements using commonly accepted methodologies. Our forested lands were also officially certified under the American Tree Farm Program.

By 2015, establish eight acres of campus grounds that are reforested. By 2025, establish a total of 30 acres of campus grounds that are reforested.

In 2013, signage and marketing materials were created to promote walking at Seven Oaks Golf Course.

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

Facilities Department including grounds manager, golf course superintendent, and director of sustainability.

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

Create an environmentally preferable purchasing policy.
Create a vendor code of conduct.
Purchasing preferences for Electronic Product Environmental Assessment Tool (EPEAT) certified computers and monitors on campus.
Implement a $50 minimum for department orders.
Recycled Paper Purchasing Policy (eliminate the use of non-recycled paper on campus)

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

By 2015, Colgate has in place an environmentally preferable purchasing policy that encourages employees to consider the environmental and social impacts of our purchasing decisions.

By 2013, Colgate has in place a vendor code of conduct that sets expectations that our vendors are to meet minimum standards of environmental and social responsibility.

By 2015, 50% of Colgate's computers and monitors are EPEAT certified models.

In 2012, Colgate established a new paper purchasing policy that eliminated the purchase of non-recycled paper.

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

Purchasing Director
Sustainability Office

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

Encourage carpooling.
Encourage employee bicycle commuting.
Encourage student bicycle commuting.
Encourage flexible work schedules.
Zipcar service to campus.
Offer group purchasing of fuel-efficient vehicles.
Purchase electric vehicles and install electric vehicle charging stations.
Purchase hybrid-electric vehicles.
Implement a no-idling policy.

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

By 2015, at least 48 new carpools are formed involving 96 employees.
By 2015, at least 60 employees become half-time bicycle commuters.
The number of students who commute by bicycle increased from 10% in 2010 to 15% in 2015.
By 2014, 10% of Colgate employees incorporate flexible work hours into their work schedule.
Beginning in 2012, Colgate provided access to two Zipcars on campus.
By 2015, Colgate offers employee purchasing discounts for fuel efficient vehicles.
By 2015, six electric vehicles replace traditional gasoline vehicles in Colgate's vehicle fleet.
By 2015, three hybrid-electric vehicles replace traditional gasoline vehicles in Colgate's vehicle fleet.
In 2012, Colgate implemented a campus-wide `no idling' policy.

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

Facilities Department.
Purchasing Department.
Sustainability Office.

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

On-Site Composting Project .
Reuse and redistribution of used office equipment and supplies (office swap program).
Establish 0.5" paper margins as campus guideline.
Reduce the use of one-time use cups during campus events.
Reduce junk mail coming to campus.
Encourage paperless courses.
Reduce bottled water consumption on campus.

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

By 2013, we implemented a pre-consumer composting program at Colgate University.

By 2015, we will have over 100 postings of items to be swapped through Colgate's Free Office Swap program.

In 2012, we promoted 0.5" margins by informing employees how to set this as a default at their workstations.

We continue to encourage event planners/organizers to encourage attendees to bring their own cups/mugs instead of providing one-time use disposable cups. This could reduce our landfill waste totals by 5-10%.

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

Sustainability Office.

ITS.

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

Install low-flow showerheads in first- and second-year housing.

Reduce watering of artificial turf.

Install retention pond in Seven Oaks Golf Course to eliminate the need to use potable water for irrigation.

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

By 2013, we replaced over 400 2.5 gpm showerheads in first- and second-year housing with 1.5 gpm low-flow showerheads.

By 2013, we will save money and water by reducing the unnecessary watering of turf at Tyler's Field.

By 2016, install a new retention pond at Seven Oaks Golf Course to eliminate the purchase of 1 million gallons of water used for irrigation annually.

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

Facilities Department.

Athletic Fields Grounds Manager.

Golf Course Superintendent.

Sustainability Director.

A brief description of the plan(s) to advance Diversity and Affordability:

Colgate has a goal to be a needs-blind admission institution, and to meet 100 percent of demonstrated need for domestic applicants by 2019 (the end point of our strategic plan). Overall, this would result in a more highly qualified and more diversified student body at Colgate.

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

Colgate has a goal to be a needs-blind admission institution, and to meet 100 percent of demonstrated need for domestic applicants by 2019 (the end point of our strategic plan). Overall, this would result in a more highly qualified and more diversified student body at Colgate.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

President's Office
Dean of the Faculty
Dean of the College
VP for Finance and Administration
VP for Admissions

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Colgate has a very active Health and Wellness Institute that implements programming and incentives to exercise, eat healthy, complete biometric screenings, and maintain a healthy work/life balance.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Some of Colgate wellness initiatives can be found here:

http://webedit.colgate.edu/working-at-colgate/work-life-programs

.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Shaw Wellness Institute
Human Resources Department
Sustainability Office

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

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

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

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:

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:

Sustainability is highlighted in Colgate's 2013 Strategic Plan (see the cut and pasted excerpt below from our strategic plan executive summary). Furthermore, sustainability principles, values, and tangible actions are a large part of our updated Campus Master Plan.

"Colgate University is committed to sustainability through innovative projects and programming that enhance teaching and learning, create long-term economic resiliency, build and restore robust ecological systems, and support a healthier and more just society. Our approach to sustainability embraces our deeply-rooted physical and cultural connection to central New York in a way that defines our identity and shapes our formal and informal approach to place-based education. As noted in the Sustainability Master Plan, we are on track to be carbon neutral by our bicentennial in 2019. Campus planning and building design will incorporate sustainable practices from inception to implementation. Further, we will continue to enhance curricular ties to our physical environs and sense of place in central New York and to build up programs that make the most of our locale, such as our Outdoor Education Program."

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

http://www.colgate.edu/distinctly-colgate/sustainability/climate-action-planning

Governance

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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:

Colgate's Student Government Association is made up of elected student representatives from each class and governs student groups, representing their interests to the larger Colgate community and administration.

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	No
Communications processes and transparency practices	Yes
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:

Students are invited and expected to participate on most major decision-making committees as the student perspective is highly valued at Colgate. Recent examples where students had a formal role in important institutional decision-making include the 2011 Sustainability and Climate Action Plan, 2013 Campus Master Plan, 2013 Campus Strategic Plan. Students also have ongoing roles on the Sustainability Council, the Campus Planning and Physical Resources Committee, some hiring committees, and many other ongoing committees and task forces.

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:

Most all decision-making committees at Colgate include faculty, staff, and students. Often, individuals are invited to participate on the committee. However, the opportunity exists for individuals to volunteer to participate on committees if they have the time and inclination.

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:

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	No
Communications processes and transparency practices	No
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:

Non-supervisory staff are invited and expected to participate on most major decision-making committees as the staff perspective is highly valued at Colgate. Recent examples where non-supervisory staff had a formal role in important institutional decision-making include the 2011 Sustainability and Climate Action Plan, 2013 Campus Master Plan, 2013 Campus Strategic Plan. Non-supervisory staff also have ongoing roles on the Sustainability Council, the Campus Planning and Physical Resources Committee, some hiring committees, and many other ongoing committees and task forces.

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:

All-faculty meetings are often participatory and include voting on important governance, policy, and procedural decisions.

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:

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 integral to all operations, governance structures, and decision-making at Colgate. Faculty often chair or are expected to participate on most major decision-making committees as the faculty perspective is highly valued at Colgate. Recent examples where faculty had a formal role in important institutional decision-making include the 2010 Goals of a Colgate Education, 2011 Sustainability and Climate Action Plan, 2013 Campus Master Plan, 2013 Campus Strategic Plan. Faculty also have ongoing roles on the Sustainability Council, the Campus Planning and Physical Resources Committee, hiring committees, and many other ongoing committees and task forces.

The website URL where information about the institution's governance structure is available:

http://www.colgate.edu/about/people-of-colgate/board-of-trustees

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

John Pumilio
Director of Sustainability
Sustainability Office

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:

Members of the EGP are trained in all aspects of the grievance process to:

• Provide sensitive intake and initial counseling of complaints

• Serve in a mediation role in conflict resolution

• Investigate complaints

• Act as advisers to those involved in complaints, and

• Serve on hearing panels for complaints.

EGP members also recommend proactive policies, and serve in an educative role for the
community. EGP members receive annual training organized by the Director for EEO/AA,
including a review of Colgate policies and procedures so that they are able to provide accurate information to members of the community.
All EGP members are required to attend this annual training. All administrative advisers also undergo training with the panel regardless
of whether they are formally appointed to the panel.

The full-time equivalent of people employed in the diversity and equity office:

3

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.colgate.edu/offices-and-services/deanofthecollege/biassexualmisconductresources/equi
tygrievancepanel

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Institution makes cultural competence trainings and activities available to all Colgate community members.

Equity and diversity training and Harassment training are mandatory for all Colgate community members.

The website URL where information about the cultural competence trainings is available:

http://www.colgate.edu/offices-and-services/working-at-colgate/staff-development

Assessing Diversity and Equity

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

---

Submission Note:

http://www.colgate.edu/offices-and-services/equity-and-diversity

"---" *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 2009, Colgate undertook an entire Campus Climate Study

In 2011, the university conducted a faculty and staff climate survey that included an equity and diversity section.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Each year the campus does a Senior survey. Diversity and equity are important aspects of the survey.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

In 2011, the university conducted a faculty and staff climate survey that included an equity and diversity section.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

Colgate's Office of Equity and Diversity undertake routine assessments of access and participation in governance and public engagement for all community members. Faculty and staff are also surveyed each year.

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

http://www.colgate.edu/offices-and-services/institutionalplanningandresearch/campusclimate2009

Support for Underrepresented Groups

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

Submission Note:

http://www.colgate.edu/centers-and-institutes/center-for-learning-teaching-and-research/academic-support-and-disability-services

http://www.colgate.edu/campus-life/clubs-and-organizations/center-for-leadership-and-student-involvement

"---" *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 ALANA center - provides a home and a meeting place to support students of color and their cultural identities and histories, students, faculty, and staff of all backgrounds are always welcome. Through sponsored programming and student organizations they challenge us

to explore issues of inclusiveness and multiple identities.

The Counseling Center, the Office of the Chaplains, and Health Services offer confidential support and discussion about LGBTQ-related issues. All members of the Counseling Center are trained to assist students of any sexual orientation or gender identity. Some staff have extensive training and experience working with LGBTQ clients. Additionally, the staff have attended Safe Zone training -- an educational program about the terminology, resources, coming out process, and experiences of those in the LGBTQ community.The LGBTQ Studies minor program also sponsors a number of speakers and invited authors.

The Center for Leadership & Student Involvement (CLSI) staff works closely with the leadership of the Student Government Association (SGA), the Colgate Activities Board (CAB), and more than 100 student organizations to provide numerous campus events, programs, and projects. Rather than plan activities, CLSI advisors instead concentrate on helping student organizations in creating their own social and educational activities.

The office of Academic Support and Disability Services is focused on making programs, facilities, and services accessible to individuals with disabilities and has a strong commitment to opportunities for diversity and growth for the entire campus community.

Queerfest - This annual event provides LGBTQ and ally students an opportunity to network, socialize, and learn with their peers at a conference-style program of speakers, workshops, and social events.

Family Dinner - During classes, every Tuesday at 6:00 p.m. the LGBTQ and ally community comes together to connect over a meal at Frank Dining Hall. You and all members of the Colgate and Hamilton communities are welcome!

The website URL where more information about the support programs for underrepresented groups is available:

http://www.colgate.edu/campus-life/lgbtq/lgbtq-resources

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:

Colgate University is committed to the goals of fairness and equity in all aspects of the educational enterprise, and to a learning and living environment where all members of the community feel safe and respected. Acts of discrimination and harassment are serious violations of Colgate community values. This policy aims to promote a Colgate community where all members can study, live, and work together in a community characterized by mutual respect.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.colgate.edu/offices-and-services/deanofthecollege/biassexualmisconductresources/eonondiscriminationpolicy

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

John Pumilio
Director of Sustainability
Sustainability Office

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.

Submission Note:

We used to participate in the Northeast Consortium for Faculty Diversity's Dissertation-Scholars Program program, but they were unable to place faculty at Colgate.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

No

A brief description of the institution's programs that help increase the diversity of higher education faculty:

HR has a policy of specifically targeting underrepresented groups to hire new faculty.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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://www.colgate.edu/centers-and-institutes/center-for-learning-teaching-and-research/office-of-undergraduate-studies

http://www.colgate.edu/admission-financial-aid/financial-aid

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:

Colgate is committed to meeting 100 percent of the demonstrated need of accepted students. A recent fundraising campaign generated an additional $141 million exclusively for financial aid. Continuing to raise money for financial aid will therefore be absolutely critical. Colgate's goal is to become need-blind in admission, and to meet 100 percent of demonstrated need for domestic applicants by 2019 (the end point of Colgate's recently adopted 2013 Strategic Plan).

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Colgate does not have a program to equip faculty and staff to better serve students from low-income backgrounds.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Some students who come from low-income backgrounds are selected for Colgate's Office of Undergraduate Studies Summer Institute--a five-week program the summer prior to the first year that features two Colgate classes, introduction to academic support services, and prepares students for leadership and engagement in the Colgate community. More information can be found at:

http://www.colgate.edu/centers-and-institutes/center-for-learning-teaching-and-research/office-

of-undergraduate-studies

.

A brief description of the institution's scholarships for low-income students:

All financial aid is need-based. Information on average aid awards by income is available in our print and online version of "Financing your education: advice, insight, and resources" that can be found on our website at

http://www.colgate.edu/docs/d_admission-financial-aid_admission-publications/fin-aid_brochurefi

nal2012.pdf?sfvrsn=0

. This piece is also available in Spanish and Chinese.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Colgate's multicultural recruitment efforts include parent components at several stages of the process. While this audience is not exclusively low income, there are many first-generation students in this group for whom financing a private education is real mystery, and sacrifice. Our multicultural open house, held each fall, has an extensive parent component that includes a financial aid session and a session with Colgate administrators and faculty who are all invested in helping students make a successful transition to college. Additionally, we have had letter campaigns from parents of current students to parents of prospective multicultural students.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

In addition to visiting high schools in rural and urban areas with large populations of low-income students, the Colgate admission staff works closely with a network of community based organizations whose missions are to prepare and guide underrepresented students through the process of applying to college and being successful once there.

We work with multiple vendors to find high-achieving high school students from a range of backgrounds. Our outreach to these students and their parents uses both electronic and print communication to share a range of information from the broad (introductory information about Colgate, the liberal arts, financial aid) to the specific (academic programs, pre-professional opportunities, multicultural life, special interests).

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

All our policies can be found on the Colgate website at

http://www.colgate.edu/admission-financial-aid

.

Colgate's admission process is designed to identify individuals of academic skill, intellectual and cultural diversity, and wide-ranging interests and backgrounds.

Each application is read by members of the admission staff and evaluated on its own terms, relative to the entire applicant group. The admission staff looks for demonstrated achievements and individual talents and differences. Our goal is to understand each student's abilities and potential, and to admit the most able and promising mix of students.

Academic achievement and intellectual potential are the primary criteria for admission. Colgate also values demonstrated leadership, curiosity, and substantive involvement in extracurricular and community activities. The breadth and depth of a student's interests, both in and out of the classroom, are important factors in the admission evaluation, helping to distinguish among the majority of applicants who demonstrate outstanding preparation for the academic challenge of Colgate.

In shaping the class, the admission staff seeks applicants representing diverse cultural, economic, racial, and geographic backgrounds whose talents and perspectives enrich the variety of ideas and experiences in the learning community.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

All our policies can be found on the Colgate website at

http://www.colgate.edu/admission-financial-aid/financial-aid

.

Colgate is committed to meeting 100 percent of the demonstrated need of accepted students.

Many people assume that they cannot afford a private, highly selective liberal arts college such as Colgate. However, need-based financial aid can help bridge the gap between what a family is asked to contribute and the full cost of attendance.

For students receiving Colgate grant during their first year of college our financial aid awards typically consist of grants, a modest student loan, and a campus job opportunity, with grant funds generally representing the largest portion of the financial aid award. Students who don't receive aid during their first year at Colgate but who become eligible for assistance in a subsequent year generally receive loans and a job first, then grant to meet remaining need, if any.

Aid packages will usually include a Federal Direct Loan, which for 2012-13 has a fixed interest rate of either 3.4% (subsidized) or 6.8% (unsubsidized), depending on the student's eligibility for federal aid. Some students may be offered a Federal Perkins Loan, which carries a fixed interest rate of 5%. The type of loan received depends on a student's federal eligibility and on the availability of funds.

A campus job award can generally be earned by working between ten and twelve hours a week, which still leaves sufficient time for academics and activities.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

N/A

Does the institution have policies and programs in place to support non-traditional students?:
Yes

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Colgate enrolls military service veterans into our undergraduate programs.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

No

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

http://www.colgate.edu/docs/d_admission-financial-aid_admission-publications/fin-aid_brochurefinal2012.pdf?sfvrsn=0

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

John Pumilio
Director of Sustainability
Sustainability Office

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.

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

Number of employees:
950

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:
950

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:
95

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:
95

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Colgate's compensation program provides salary and benefits that are competitive with the external labor market in order to attract, retain, and motivate a diverse, talented and effective staff.

Administrative Compensation
Each administrative position at Colgate has its own salary range that is determined using data obtained through the annual College and University Professional Association for Human Resources (CUPA-HR) Administrative Salary Surveys. These data are supplemented by other available market data to ensure that the ranges are competitive.

Ranges are also created for positions that are unique to Colgate or for which no external data are available by comparing those positions to other Colgate positions with similar levels of responsibility and scope for which appropriate salary ranges exist.

Technicians Pay Program
The technical staff includes those positions that require specialized knowledge or skills acquired through experience or academic or vocational training such as computer programmers, technicians, and lab assistants.These positions are recruited from local and sometimes regional markets. Wages for technicians are market-based using data collected by a third-party consultant. The survey group includes our

reference groups schools (many of these jobs are specific to higher education) as well as several local colleges and employers. The survey data is updated every three to five years and is used to set unique salary ranges for each position.

The technical staff pay system also includes a five-tier title and promotion structure. Merit is incorporated into the system by providing the opportunity for a "fast-track" promotion when a supervisor or department makes the case that based on exceptional contributions, learned skills, or taking on significant additional duties, a given technician should be promoted earlier than the five-year interval, but at no more frequent intervals than three years.

Support Staff Career Progression Program
The Support Staff Career Progression Program is designed to provide career growth opportunities to staff members within their current jobs, to identify potential promotional opportunities, as well as to link pay opportunity to what individuals actually do on the job.

The foundation of this program is the Skill and Competency Model. The model establishes an individual's pay opportunity through an assessment of skills and competencies demonstrated on the job. This ensures that the attributes and behaviors of the staff member link with the requirements of the job.

Each support staff position has a skill band and a corresponding salary range based on an assessment of the position. This will be reviewed annually, but will probably not change significantly unless the staff member demonstrates dramatically different levels or types of skills and competencies.

Buildings & Grounds
The starting wages, steps, and wage increases of this group are established by union contract. Contract-negotiated salary levels are informed by pay rates and increase percentages from local colleges also represented by SEIU Local 200 United (Syracuse University, Hamilton College, and St. Lawrence University). We also use other local published survey data that are available.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

950

Number of employees of contractors that receive sustainable compensation:

95

A brief description of the standard(s) against which compensation was assessed:

Colgate's compensation program provides salary and benefits that are competitive with the external labor market in order to attract, retain, and motivate a diverse, talented and effective staff.

Administrative Compensation
Each administrative position at Colgate has its own salary range that is determined using data obtained through the annual College and University Professional Association for Human Resources (CUPA-HR) Administrative Salary Surveys. These data are supplemented by other available market data to ensure that the ranges are competitive.

Ranges are also created for positions that are unique to Colgate or for which no external data are available by comparing those positions to other Colgate positions with similar levels of responsibility and scope for which appropriate salary ranges exist.

Technicians Pay Program

The technical staff includes those positions that require specialized knowledge or skills acquired through experience or academic or vocational training such as computer programmers, technicians, and lab assistants.These positions are recruited from local and sometimes regional markets. Wages for technicians are market-based using data collected by a third-party consultant. The survey group includes our reference groups schools (many of these jobs are specific to higher education) as well as several local colleges and employers. The survey data is updated every three to five years and is used to set unique salary ranges for each position.

The technical staff pay system also includes a five-tier title and promotion structure. Merit is incorporated into the system by providing the opportunity for a "fast-track" promotion when a supervisor or department makes the case that based on exceptional contributions, learned skills, or taking on significant additional duties, a given technician should be promoted earlier than the five-year interval, but at no more frequent intervals than three years.

Support Staff Career Progression Program

The Support Staff Career Progression Program is designed to provide career growth opportunities to staff members within their current jobs, to identify potential promotional opportunities, as well as to link pay opportunity to what individuals actually do on the job.

The foundation of this program is the Skill and Competency Model. The model establishes an individual's pay opportunity through an assessment of skills and competencies demonstrated on the job. This ensures that the attributes and behaviors of the staff member link with the requirements of the job.

Each support staff position has a skill band and a corresponding salary range based on an assessment of the position. This will be reviewed annually, but will probably not change significantly unless the staff member demonstrates dramatically different levels or types of skills and competencies.

Buildings & Grounds

The starting wages, steps, and wage increases of this group are established by union contract. Contract-negotiated salary levels are informed by pay rates and increase percentages from local colleges also represented by SEIU Local 200 United (Syracuse University, Hamilton College, and St. Lawrence University). We also use other local published survey data that are available.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Colgate's compensation program provides salary and benefits that are competitive with the external labor market in order to attract, retain, and motivate a diverse, talented and effective staff.

Administrative Compensation

Each administrative position at Colgate has its own salary range that is determined using data obtained through the annual College and University Professional Association for Human Resources (CUPA-HR) Administrative Salary Surveys. These data are supplemented by other available market data to ensure that the ranges are competitive.

Ranges are also created for positions that are unique to Colgate or for which no external data are available by comparing those positions to other Colgate positions with similar levels of responsibility and scope for which appropriate salary ranges exist.

Technicians Pay Program

The technical staff includes those positions that require specialized knowledge or skills acquired through experience or academic or vocational training such as computer programmers, technicians, and lab assistants.These positions are recruited from local and sometimes regional markets. Wages for technicians are market-based using data collected by a third-party consultant. The survey group includes our reference groups schools (many of these jobs are specific to higher education) as well as several local colleges and employers. The survey data is updated every three to five years and is used to set unique salary ranges for each position.

The technical staff pay system also includes a five-tier title and promotion structure. Merit is incorporated into the system by providing the opportunity for a "fast-track" promotion when a supervisor or department makes the case that based on exceptional contributions, learned skills, or taking on significant additional duties, a given technician should be promoted earlier than the five-year interval, but at no more frequent intervals than three years.

Support Staff Career Progression Program
The Support Staff Career Progression Program is designed to provide career growth opportunities to staff members within their current jobs, to identify potential promotional opportunities, as well as to link pay opportunity to what individuals actually do on the job.

The foundation of this program is the Skill and Competency Model. The model establishes an individual's pay opportunity through an assessment of skills and competencies demonstrated on the job. This ensures that the attributes and behaviors of the staff member link with the requirements of the job.

Each support staff position has a skill band and a corresponding salary range based on an assessment of the position. This will be reviewed annually, but will probably not change significantly unless the staff member demonstrates dramatically different levels or types of skills and competencies.

Buildings & Grounds
The starting wages, steps, and wage increases of this group are established by union contract. Contract-negotiated salary levels are informed by pay rates and increase percentages from local colleges also represented by SEIU Local 200 United (Syracuse University, Hamilton College, and St. Lawrence University). We also use other local published survey data that are available.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Recent state legislation raised the minimum wage in New York to $8.00 per hour, effective on December 31, 2013. Accordingly, the new Minimum Wage Orders reflect this change, as well as future scheduled raises in the state minimum wage to $8.75 per hour as of December 31, 2014, and to $9.00 per hour as of December 31, 2015.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Recent state legislation raised the minimum wage in New York to $8.00 per hour, effective on December 31, 2013. Accordingly, the new Minimum Wage Orders reflect this change, as well as future scheduled raises in the state minimum wage to $8.75 per hour as of December 31, 2014, and to $9.00 per hour as of December 31, 2015.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

To calculate faculty salaries for summer work, use a maximum of 2/9 (= two months) of the academic year salary, keeping in mind that July 1 is the date of annual salary increases.

Estimate annual salary increases at 3.1%.

Use the following rate to calculate faculty fringe benefits: 28.6% of salary.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Rate of pay for undergraduate students is established by our Financial Aid Department. In 2014, the rate of pay for the lowest earning student interns was $8.55 per hour.

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?:

Yes

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:

http://www.colgate.edu/offices-and-services/working-at-colgate/compensation

Assessing Employee Satisfaction

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

60

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

In 2010, Colgate engaged the services of Baird Consulting and McKnight Associates to help develop and administer faculty and staff climate surveys. On March 28, 2011, surveys were distributed to all employees and responses went directly to Baird Consulting in order to maintain anonymity. Keeping the responses in the anonymous format, results were compiled and shared with the president's staff in the fall of 2011.
A Staff Climate Response Group was created to analyze survey results with an eye to building upon the success of the many positive findings and addressing issues that needed improvement. Bob Tyburski, Vice President, Senior Advisor, and Secretary to the Board, chaired the committee. Members represented a diverse cross-section of university operations and perspectives. Click here to see the full membership.
Beginning in early 2012, the group met on a regular basis, focusing on themes

that arose from both the survey and their discussions. They included: greater accountability and acknowledgement of achievements, staff communications, community and campus connections, "on-boarding" of new employees, professional development/training opportunities, and wellness.

In July 2012, the Staff Climate Response Group presented a detailed report of findings and recommendations to President Herbst. While the report acknowledged many positive aspects of working at Colgate, it also was very candid about areas of concern that it had identified, and made specific suggestions for improvement. The report also acknowledged that since the survey was completed, a number of programs and actions had already been implemented that were viewed as positive steps.

The group has been extremely encouraged by the institutional commitment made by President Herbst and the senior administration to the campus survey and their report. Throughout the fall, the group met twice with the president, followed by several discussions among president's staff members about the report's recommendations. After much thought and consideration, President Herbst responded to committee members with an outline of actions already underway and plans for the future.

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 results of the 2009 CCLS can guide and inform institutional and individual efforts to positively impact all aspects of the campus climate.

The year the employee satisfaction and engagement evaluation was last administered:

2,009

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www.colgate.edu/offices-and-services/institutionalplanningandresearch/campusclimate2009

Wellness Program

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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):

Colgate's Employee Assistance Program (EAP) is designed to help with problems related to substance abuse, marital and family issues, financial or legal concerns, and job stress and other personal problems. The EAP provides confidential, short-term, solution-focused counseling (usually 4 – 6 sessions) for employees and families. For longer-term counseling needs, a referral is made to appropriate resources within the community. Your needs are matched with the most appropriate and most cost-effective resources and are coordinated with your health insurance coverage.

The Shaw Wellness Institute features a schedule of events and programs that help Colgate staff develop skills to lead healthy, balanced and purposeful lives. By providing information through interesting and creative means, we help develop the knowledge, skills, and attitudes that become the foundation for a lifetime of healthy behaviors.

Focus on Fitness is an free program for employees and their spouses/domestic partners. This program works with campus partners including the Shaw Wellness Institute, to offer a variety of quality programming to better serve the Colgate community.

http://www.colgate.edu/campus-life/sports-and-recreation/trudy-fitness-center/open-fitness-clas

ses

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

http://www.colgate.edu/docs/default-source/d_offices-and-services_working-at-colgate_work-life-programs/employee-assistance-program-%28eap%29.pdf?sfvrsn=0

Workplace Health and Safety

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	3	8
Full-time equivalent of employees	1,230	1,230

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

	Start Date	End Date

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

A brief description of when and why the workplace health and safety baseline was adopted:

In 2010, Colgate University had 8 injuries cases that resulted in lost time. In the subsequent 3 years, Colgate University has progressively reduced there lost time injury cases. In 2013, Colgate University had only 3 injuries cases that resulted in lost time.

A brief description of the institution's workplace health and safety initiatives:

Colgate University has a university-wide safety committee that meets quarterly to identify, evaluate, and providing mitigation solutions to university-wide safety issues. The safety committee is also charged with the continual review of university safety and related risk management policies, procedures, practices, and physical conditions. All student and employee injuries are investigated within 24 to determine if corrective actions are required. The university also has a safety incentive program for quarterly performance without an injury. The university also implemented a safety training management system to ensure all employees are receiving the required safety training based on their job classification.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.colgate.edu/ehs

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

John Pumilio
Director of Sustainability
Sustainability Office

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?:
No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

We do not have one.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

We do not have one at this time.

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Responsible Party

John Pumilio
Director of Sustainability
Sustainability Office

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 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:

725,100,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	0 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

None.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:
No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:
No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Colgate has not engaged in this practice.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

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.

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

Innovation 2

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.

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

Innovation 3

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.

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

Innovation 4

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.

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