

College of Charleston

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

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Innovation	180

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:

Master

Institutional control:

Public

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

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

It is more of a distance education facility that will be expanded into a full satellite campus. Once it does, we will include it in our footprint.

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

61,148,650 US/Canadian \$

Total campus area:

52 Acres

IECC climate region:

Mixed-Humid

Locale:

Mid-size city

Gross floor area of building space:

3,556,696 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

25,992 Square Feet

Floor area of healthcare space:

5,170 Square Feet

Floor area of other energy intensive space:

353,152 Square Feet

Floor area of residential space:

1,044,199 Square Feet

Electricity use by source::

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

Biomass	2
Coal	48
Geothermal	0
Hydro	3
Natural gas	28
Nuclear	19
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	0

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

Energy used for heating buildings, by source::

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

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

Academics and Demographics

Criteria

n/a

Submission Note:

Academic divisions includes all 6 schools, the Honors College and the graduate school.

Academic Departments include only departments listed here:

http://marcomm.cofc.edu/brandmanual/bychapter/styleguide/sg_deptoffices.php

. Programs are not included.

Non credit students include both graduate and undergraduate

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

Number of academic divisions:

8

Number of academic departments (or the equivalent):

31

Full-time equivalent enrollment:

10,511.07

Full-time equivalent of employees:

1,824

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

9,918

Total number of graduate students:

748

Number of degree-seeking students:

10,165

Number of non-credit students:

Campus Sustainability Data Collector | AASHE

501

Number of employees:

2,020

Number of residential students:

3,000

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

P Brian Fisher

Director

Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

Submission Note:

Total courses listed above are combined for both Graduate and Undergraduate.

In our inventory, we did not include courses that, in our view, are preparatory for sustainability learning. This includes courses such as basic biology, economics, etc. While they provide a foundation of knowledge that is important to understand sustainability, they do not teach about sustainability or the connections their discipline has to achieving sustainability and we did not feel they were appropriate to include.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,592	200
Number of sustainability courses offered	7	2
Number of courses offered that include sustainability	69	28

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

24

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

31

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):

See course list below

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

<http://sustainability.cofc.edu/documents/Sustainability%20Course%20Listings.pdf>
Campus Sustainability Data Collector | AASHE

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

This inventory was conducted through survey research as part of a Master's thesis from the 2011/2012 academic year. A more current version including courses that have been added since is currently in progress but was not available at the time of this report.

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

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

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

Each course was counted as its own course, regardless of how many sections were taught.

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

P Brian Fisher
Director
Sustainability

Criteria

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

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

240

Total number of graduates from degree programs:

2,300

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:

Urban Studies Major
Urban Studies Certificate
Master's of Environmental Studies (M.S.)
Environmental Studies Minor

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

The OOS has an WSC (whole systems competency) that is based on specific learning outcomes that align with sustainability. They are based on skills (hard, soft and life) that help students to think about sustainability in professional and personal ways while building skills to advance professionally.

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

Undergraduate Program

Responsible Party

P Brian Fisher
Director
Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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 Minor

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

The environmental studies minor is offered for students who have an interest in learning more about the natural environment and the ecology of the planet, as well as understanding the relationship of political, social, cultural, and economic activities to that environment.

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

<http://im-environmental.cofc.edu/program-information/index.php>

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

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

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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

P Brian Fisher

Director

Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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?:

Yes

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

Environmental Studies

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

The Master's of Science in Environmental Science is designed to provide students with an appreciation of the interdisciplinary nature of environmental problems through graduate level studies of both Policy and Science.

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

<http://mes.cofc.edu/>

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

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

Campus Sustainability Data Collector | AASHE

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?:

No

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

Responsible Party

P Brian Fisher
Director
Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

Prof Fisher, both faculty and director of sustainability, teaches Applied Sustainability that focuses on full spectrum sustainability. Students work on sustainability projects while learning about organizational learning, change agency, leadership, and systems thinking. The Office of Sustainability also has an immersive internship program that includes leadership, prof development and organizational change toward sustainability goals.

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

<http://fisherb.people.cofc.edu/appliedsust>

Sustainability Literacy Assessment

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.

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

Incentives for Developing Courses

Responsible Party

P Brian Fisher

Director

Sustainability

Criteria

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

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

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

"---" 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:

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

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

Campus as a Living Laboratory

Responsible Party

P Brian Fisher

Director

Sustainability

Criteria

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

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

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

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

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

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

	Yes or No
--	-----------

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

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

We had students work on the original GHG data collection as part of a graduate capstone class. Other classes in Applied Sustainability have focused on our campus emissions and air quality. Much of our transportation efforts use emissions as a proxy for evaluating and influencing the community, almost all of which is driven by students (e.g. projects, events, and thesis projects).

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:

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:

We have an urban garden and a one acre farm that both serve as a living laboratory. We also have a garden apprentice program that develops future caretakers of the gardens,

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:

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:

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:

STudents have worked on FLA associated with the purchased products on campus (licensing), and experimentation with a variety of products (e.g. hand dryers, water and light sensors).

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:

We have a bike share, car share and ride share where students help run all three, as well as two graduate students who are doing research on them and alternative transportation in Charleston. Students created the bike share program through two semesters in an applied sustainability course.

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

Students have directly and indirectly used our waste stream as a form of analysis, experimentation, and learning opportunity. Students have engaged in empirical analysis of waste, recycling, and composting. They have done systems analysis of the waste stream, including supply chain and downstream waste.

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

We have had several students work on rainwater harvesting here on campus for their thesis work, as well as two student groups who have setup rainwater harvesting in two locations on campus. We have also had students evaluate water fixtures as part of a exploratory research.

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:

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:

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:

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:

We have a 600+ acre plantation located along a coastal waterway. It provide a diverse set of ecosystems for students to learn from and within. We are building two research stations to take advantage of this living lab.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

P Brian Fisher
Director
Sustainability

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:

23

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

875

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

18

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:

P. Brian Fisher, Sustainability/Political Science
 Jen Jones, Sustainability
 Ashlyn Spilis-Hochschild, Sustainability
 Kevin Keenan, Urban Studies
 Annette Watson, Geography/Political Science
 Tim Callahan, Geology
 Vijay Vulavay, Geology
 Norm Levine, Geology
 Dave Hansen, Business Management and Ecopreneurship
 Elaine Worzala, Director, Economics/Carter Real Estate
 Narayanan Kuthirummal, Chair, Physics
 Seth Pritchard, Biology/Environmental Studies
 Olivia Thompson, Public Health
 Ned Hettinger, Philosophy
 Tracy Burkett, Sociology
 John Rashford, Anthropology
 Barry Stiefel, Historic Preservation & Community Planning
 Marvin Gonzalez, Supply Chain Management
 Steve Litvin, Hospitality and Tourism
 Jen Wright, Psychology
 Wendy Cory, Chemistry

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

Informal survey of departments and self-identified research interests.

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

P Brian Fisher
Director
Sustainability

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
 - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
 - 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:

The office of sustainability offers opportunities (and encourages) research in sustainability from multiple disciplines. In the last yr, students have conducted research on sustainability in business (survey), recycling/waste, rainwater harvesting, and green roofs.

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

<http://sustainability.cofc.edu/>

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 embedded in the Campus Strategic Plan and in T&P guidelines. It is an emphasis throughout the college teaching and research programming.

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

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

Yes

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

There are guides (library) for student research on environmental and sustainability research.

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

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Jen Jones
Facilities Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

10,165

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

Greek Sustainability Chairs

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

2,000

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

The Office is working with Greek Life to implement new sustainable initiatives within their community. At the annual Greek Life's Borelli Awards, the Office will present the "Most Sustainable Chapter" award to one chapter on campus that shows outstanding commitment to bringing sustainability into the Greek culture. To achieve the award, throughout the year chapters will adopt initiatives in four categories: water, waste, awareness and events. The Office has created tools to help the chapters work towards the award, including chapter meeting discussions, the Sustainability Chair program, and the Sustaining Greek newsletter. The Office's interns assigned on the Greek Life initiative were invited by chapters to give presentations about sustainability and what it means to Greek organizations. In Spring 2013, the Office will launch the Sustainability Chair program. Members from all Greek organizations can apply to be a Sustainability Chair for their chapter. Sustainability Chairs work with the Office for the duration of a semester learn how and implement sustainable initiatives within their own chapter. The Office's monthly newsletter for the Greek community is Sustaining Greek and is another communication tool between the Office and Greek Life. The newsletter informs Greek Life members about campus and community events within the next month, ideas on initiative projects and recognize chapters who exhibit sustainable practices. The most recent issues of Sustaining Greek can be found here and you can access previous issues on our blog.

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

This program is run by Office of Sustainability interns. Interns are selected through a multi-round intensive application process that involves submitting a resume and cover letter, response to a set of questions, and an interview.

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

Our internship program provides training for sustainability literacy, professional development, and leadership. This is done throughout the course of a year-long internship through workshops, bi-monthly meetings, and a development an goal setting program.

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

Interns have the opportunity of being provided with financial compensation, course credit, or volunteer hours for their work with the office. Additionally, the Graduate Assistant and two full-time office staff provide support, guidance, and resources for interns to develop their projects.

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

Residence Life Programming

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

3,000

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

The Office works with CofC Residence Life and Housing to provide some sustainable programming in the residence halls. The main focus is centered on two in-house residence hall competitions to increase student engagement and participation in sustainable initiatives. They will include a recycling competition in the fall, from September 24 - October 12, and participation in the Campus Conservation Nationals competition in the spring, February 1st - 22nd. Our interns have developed a series of resources to be used throughout the year

to assist RAs in working toward creating a more sustainable community in the residence halls. These materials include a guide to the first floor meeting, sample bulletin boards as well as suggested program activities. Interns from the Office provide training to the RAs on how to successfully carry out these programs.

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

This program is run by Office of Sustainability interns. Interns are selected through a multi-round intensive application process that involves submitting a resume and cover letter, response to a set of questions, and an interview.

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

Our internship program provides training for sustainability literacy, professional development, and leadership. This is done throughout the course of a year-long internship through workshops, bi-monthly meetings, and a development and goal setting program.

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

Interns have the opportunity of being provided with financial compensation, course credit, or volunteer hours for their work with the office. Additionally, the Graduate Assistant and two full-time office staff provide support, guidance, and resources for interns to develop their projects.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsible Party

P Brian Fisher
Director
Sustainability

Criteria

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

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:

The Director is given a permanent spot in the orientation schedule. Gives a presentation to all new students and parents (separately). Sustainability is incorporated into New Student Guide and Calendar as well. Finally, the office of sustainability has a booth as campus group throughout the orientation for more info.

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

Responsible Party

P Brian Fisher

Director

Sustainability

Criteria

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

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

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

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

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

	Yes or No
--	------------------

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

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

Green CofC. Green CofC is a student organization which aims to develop a "culture of sustainability" by promoting a sustainable way of life and collaborating with the faculty, staff, students and members of the community on sustainable projects and initiatives.

The website URL where information about student groups is available:

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

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:

CofC has a .25 acre garden plot at Dixie Plantation, which is a rustic 900 acre plantation located along the inter-coastal waterway.

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

<https://www.facebook.com/Dixie.Sustainable.Garden>

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

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

A brief description of the sustainable investment or finance initiatives:

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:

We have sustainability Week, where we bring in prominent speakers on sustainability-related issues, surrounded by other events, talks and workshops. Throughout the year, we have our Greenbag Series, which is a monthly lunch time series devoted to sustainability-related talks or panel discussions.

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

<http://sustainability.cofc.edu/>

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

We host or support cultural events and performances around the arts and sustainability. We recently had musician Dana Lyons on campus for Earth Day and Sustainability Week. We hosted a greenbag lunch with the Theatre department on sustainability and the arts.

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:

We have a residential house for outdoor activities that is coordinated with sustainability and sustainability principles.

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

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

The college theme this year was food and food choice as part of the FYE and College. The office of sustainability focused on food security through the year and in sustainability week (in April). The College Reads program used Jonathan Safran Foer's Eating Animals.

The website URL where information about the theme is available:

<http://fye.cofc.edu/CollegeReads/index.php>

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

The Office of Sustainability focuses three sets of skills: hard, soft and life as part of its internship and students development program.

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

A brief description of sustainability-focused student employment opportunities:

OOS student internship program.

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

<http://sustainability.cofc.edu/>

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

We run a short campaign (now) just before graduation to generate solidarity around sustainability as part of a lifestyle.

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

http://www.ipetitions.com/petition/cofc_sustainability/

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

We have programs such as "garden apprenticeship program", where students become apprentices on maintaining our campus gardens. We have "Greek Chairs" program where individuals lead sustainability efforts in Greek Life.

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

Outreach Materials and Publications

Responsible Party

P Brian Fisher
 Director
 Sustainability

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	No
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	Yes
A guide for commuters about how to use alternative methods of transportation	No
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	No
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:

We have a comprehensive website for campus and community sustainability. We consolidate information and provide data for the public and community.

The website URL for the central sustainability website:

<http://sustainability.cofc.edu/>

A brief description of the sustainability newsletter:

We have a monthly newsletter that is disseminated through a voluntary email list. It highlights sustainability progress and upcoming events.

The website URL for the sustainability newsletter:

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

We have a substantial integration of our sustainability efforts through linkedin, fb, twitter, and

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

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

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

The website has a distinct category for applying for student sustainability funding, the research process and results.

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

<http://sustainability.cofc.edu/student-sustainability/index.php>

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

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

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

There are both signage and brochures about food, agriculture and community of food in dining halls and websites.

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

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:

We have a live walking sustainability tour and several interactive maps with various aspects of sustainability on it.

The website URL of the sustainability walking map or tour:

<http://sustainability.cofc.edu/>

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

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

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

We have a website devoted strictly to biking, skateboarding and walking the campus and community. It has various tools for exploring the bike share, ride share and car share programs and safety information.

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

<http://bike.cofc.edu/>

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

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

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:

We have regular coverage in the student newspaper about a variety of projects, issues, and events on sustainability. The last issue had a cover article on the role of the physical plant and grounds (facilities) for sustainability, and another covering the Waste Audit we conducted during sustainability week (April 2014).

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://site.cisternyard.com/>

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

We have created a regional magazine for sustainability called "synergies: A reader for regional sustainability". We generate the content, edit and publish it twice a year, with regular updates.

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

<http://synergies.cofc.edu/>

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

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

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

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

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

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

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

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):

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):

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):

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):

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

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

Outreach Campaign

Responsible Party

P Brian Fisher

Director

Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Sustainability Week Outreach

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

We hold sustainability week in April, and we hold a series of linked events that are designed to build awareness and seek deeper engagement. We hold events on food, transportation, water, energy, etc. We also reveal many of the results of projects over the past year to help build momentum. We try to clearly demonstrate the use of the "green fee" to further engage students.

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

We conducted a sample of students and asked them what sustainability meant to them in one/two words. Most were simply about recycling and biking. We followed up with the same students and they talked more about systems, human well-being, integration, energy independence, etc.

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

<http://sustainability.cofc.edu/>

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

Criteria

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

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

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

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

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

Employee Orientation

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:

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

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

Staff Professional Development

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Public Engagement

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

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

Community Partnerships

Responsible Party

P Brian Fisher
 Director
 Sustainability

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

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

Yes

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

We work directly with the city of charleston, food groups (e.g. Grow Food Carolina and Lowcountry Local First), as well bike advocacy groups (Charleston Moves), Donation groups (e.g. Goodwill) on "move out" waste minimization program, and renewable energy nonprofits (Palmetto). Our relationship with all these groups have developed since the inception of the OOS in 2011. They are all ongoing and the cooperation/support changes as each of our needs change.

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):

We have engaged in many collaborative projects with Grow Food Carolina (a local food hub that supplies GAP insurance) that exemplifies a "collaborative" partnership. This was formally recognized as they were, through the assistance of the OOS, a formal institutional partner for food acquisition (through Aramark) this year. We continue to advance this partnership to increase our organic and

local supply of food to dining. We are not only able to purchase food locally but are able to provide support for social equity, particularly amongst farmers and those usually disadvantaged by corporate-based farms.

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

No

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

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

P Brian Fisher
Director
Sustainability

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

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

The OOS has been a regional liaison for second nature in implementing sustainability at sister institutions. The OOS has also collaborated with other campuses on projects and testing of sustainability products and materials.

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

Continuing Education

Responsible Party

P Brian Fisher

Director

Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

3

Total number of continuing education courses offered:

30

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:

All focus on sustainable agriculture

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:

Sustainable Agriculture.

Year the certificate program was created:

2,014

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

Community Service

Responsible Party

P Brian Fisher

Director

Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

2,100

Total number of students :

10,511

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

No

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

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

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

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

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

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*.

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

Participation in Public Policy

Criteria

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

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

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

Trademark Licensing

Responsible Party

Jen Jones
Facilities Coordinator
Office of Sustainability

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?:

No

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:

Hospital Network

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Jen Jones

Facilities Coordinator
Office of Sustainability

Criteria

Part 1

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

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

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

Yes

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

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

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

Yes

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

We use the Clean-Air Cool Planet Campus Carbon Calculator v6.9 to conduct our inventory.

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	<i>2,331 Metric Tons of CO2 Equivalent</i>	<i>6,026 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>833 Metric Tons of CO2 Equivalent</i>	<i>512 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>37,014 Metric Tons of CO2 Equivalent</i>	<i>36,068 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”:

	Performance Year	Baseline Year
Number of residential students	3,000	3,000
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	10,511.73	10,181.95
Full-time equivalent of employees	1,824	1,983
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2010	June 30, 2011

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

We conducted a GHG audit during Fiscal year 2011. This was our first attempt at conducting an audit and we were unable to gather exact data for a number of fields. An audit was conducted in FY2003, however far less data was collected and we do not feel it is an accurate representation of emissions so we are using FY2011 as our baseline. Fiscal year 2013 data accuracy was greatly improved and due to this we will use FY2013 for our baseline from this point forward.

Gross floor area of building space, performance year:

3,556,696 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	<i>25,992 Square Feet</i>
Healthcare space	<i>5,170 Square Feet</i>
Other energy intensive space	<i>353,152 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>751 Metric Tons of CO2 Equivalent</i>
Commuting	<i>6,003.60 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>159.40 Metric Tons of CO2 Equivalent</i>
Capital goods	<i>0 Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>0 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>3,372.80 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>6,202.50 Metric Tons of CO2 Equivalent</i>

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

Purchased Goods includes paper purchasing.

Other includes Air travel

Waste generated in operations includes both Solid Waste and Wastewater.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://sustainability.cofc.edu/cofc-st-research/FY2012%20Greenhouse%20Gas%20Report>

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

Outdoor Air Quality

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.

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

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

Alyson Goff
Facilities Planning Coordinator
Business Affairs

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:

LEED for Existing Buildings: Operations & Maintenance. Craig Admission hall was built to LEED Gold Standard in this category.

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

3,539,597 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>23,933 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

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

	Certified Floor Area
Minimum Level	---
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:

[State energy law.docx](#)

The date the guidelines or policies were formally adopted:

June 20, 2007

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

State of South Carolina Energy policy sets energy use reduction of 1% annually for five years beginning July 1, 2008; 20% energy use reduction relative to 2000 by July 1, 2020.

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

The State has annual reporting requirements for this Policy.

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

Building Design and Construction

Responsible Party

Alyson Goff
Facilities Planning Coordinator
Business Affairs

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.

Submission Note:

Buildings included include 5 College Way, 72 & 74 George Street, Dixie Caretakers House, Craig Hall Admissions Center and 6 Greenway.

"---" 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)	No
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:

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

3,556,696 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)	---
3rd Highest Level (e.g. LEED Silver)	---
2nd Highest Level (e.g. LEED Gold)	---
Highest Achievable Level (e.g. LEED Platinum)	---

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:

193,432 *Square Feet*

A copy of the guidelines or policies :

[State energy law.docx](#)

The date the guidelines or policies were adopted:

June 20, 2007

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

South Carolina State law requires state-funded buildings - either new construction larger than 10,000 square feet, or renovation projects involving at least 50 percent of a building - to meet LEED Silver standard for energy efficiency. It also requires new or renovated public K-12 schools to meet the LEED Silver standard.

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

The State has annual reporting requirements for this policy.

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

http://www.scstatehouse.gov/sess117_2007-2008/bills/3034.htm

Indoor Air Quality

Responsible Party

Randy Beaver

Director

Environmental Health and Safety

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:

3,556,696 Square Feet

Gross floor area of building space:

3,556,696 Square Feet

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

We follow strictly the EPA's guidelines for IAQ. We have a no smoking policy that has been formally adopted (banning smoking within 100 feet of any building). Because of high humidity in this area, we conduct frequent assessments of IAQ related to mold prevention and proper HVAC ventilation.

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Ashlyn Spilis-Hochschild
Sustainability Officer
Sustainability

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).

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

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

2

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

[food purchases.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:

Working in partnership with our food provider Aramark, we are beginning to assess a number of current practices including food purchasing and waste generation within our on-campus food system. In the fall semester of 2012 we helped promote and educate students on composting at City Bistro, conducted a survey of students on new sustainable options, began developing a comprehensive food policy, and just recently ran a data collection and analysis of pulped and non-pulped food waste. An exciting development as a part of this initiative is the research conducted by Aramark director, Michelle Crowe, who has investigated the College's FY2012 food purchasing by region. This information, presented in the map below, is the College's first documentation of food purchasing. While we only have 71% of our food purchases represented here, and likely many of those not represented are from areas outside of our region (decreasing the percentage that is within the 250 mile radius) these data represent a crucial step in making more sustainable food choices a reality at the College. As we look forward to next semester, we hope to further our efforts by continuing to investigate food purchasing, conducting waste audits of the dining halls on campus, as well as integrating additional sustainable practices into dining services at the College of Charleston.

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

As part of a Masters thesis around food purchasing policy, these data were collected through invoices from the two main dining halls on campus during the spring 2013 semester. These invoices were then cross referenced with information from vendors used to supply food for the campus as to any qualifying local and community purchases.

Total annual food and beverage expenditures:

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	Yes	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	No
Convenience stores	Yes	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

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

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

<http://sustainability.cofc.edu/initiatives/index.php#Food>

Low Impact Dining

Responsible Party

Ashlyn Spilis-Hochschild
Sustainability Officer
Sustainability

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

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

30

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

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 vegan and vegetarian options every day in our main dining halls (non-vendor specific). We also have a kosher/vegetarian kitchen being built that will be operational in 2016.

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

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

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

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

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.

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

Clean and Renewable Energy

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.

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

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

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none"> • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species
2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal

<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)
---	---

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

Biodiversity

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.

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

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

Responsible Party

Wendy Williams

Director

Procurement

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 :

All electronics must be purchased through our e-procurement system. The only models available for either Mac or PC are EPEAT gold rated.

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

Both options for standard employee desktop (Dell Optiplex Small Form Factor & iMac 21.5") and for standard employee laptop (Dell Latitude E6430 & MacBook Pro 13") are EPEAT Gold rated.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	895,655 US/Canadian \$

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

895,655 US/Canadian \$

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

<http://it.cofc.edu/computing/replacement/replacement-specs.php>

Cleaning Products Purchasing

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

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

Office Paper Purchasing

Responsible Party

Wendy Williams

Director

Procurement

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:

The College offers paper purchasing from our central stores facility that is housed in the Procurement Department. They have committed to purchasing at a minimum 30% recycled content for all paper purchased through central stores.

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

All paper purchased are supposed to go through central stores.

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 <i>US/Canadian \$</i>
30-49 percent	72,979 <i>US/Canadian \$</i>
50-69 percent	1,415 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	259 <i>US/Canadian \$</i>

Total expenditures on office paper :

102,388 *US/Canadian \$*

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

<http://sustainability.cofc.edu/initiatives/campus-wide-efforts.php#procurement>

Inclusive and Local Purchasing

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.

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

Life Cycle Cost Analysis

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.

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

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.

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

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

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 :

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	---
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0

100 percent electric	0
Fueled with compressed natural gas (CNG)	---
Hydrogen fueled	---
Fueled with B20 or higher biofuel for more than 4 months of the year	---
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	---

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

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

Student Commute Modal Split

Responsible Party

P Brian Fisher
Director
Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

60

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)	40
Walk, bicycle, or use other non-motorized means	48
Vanpool or carpool	2
Take a campus shuttle or public transportation	5
Use a motorcycle, scooter or moped	1

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

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

[Campus Sustainability Data Collector | AASHE](#)

Employee Commute Modal Split

Responsible Party

P Brian Fisher
Director
Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

51

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)	49
Walk, bicycle, or use other non-motorized means	17
Vanpool or carpool	5
Take a campus shuttle or public transportation	15
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	---

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

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

<http://sustainability.cofc.edu/cofc-st-research/commuter-report-final.pdf>

Support for Sustainable Transportation

Responsible Party

P Brian Fisher
Director
Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

<http://bike.cofc.edu/campus-bike-racks/index.php>

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:

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 CofC bike share program includes 8 cruiser bikes with helmets, locks and lights. It is available to anyone with a college-ID, who signs the legal waiver.

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):

CofC offer free (subsidized by the college) use of public CARTA bus transportation to anywhere in the tri-county area.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

As part of our rideshare program there is a reimbursement for the return trip if needed.

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:

We participate in a tri-county carpool matching program, called Trident Rideshare. We have a separate website that limits the matching to the CofC community. This network is supported by a private, online website hosted by the College of Charleston that matches drivers and riders who wish to carpool to campus, local events, points of interest, or hometowns.

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 are part of Enterprise's WeCAR program. It has been successful in this first year.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

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

No

A brief description of the telecommuting program:

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

Yes

A brief description of the condensed work week program:

Policy in part: Under warranted circumstances, a department may determine that a "flexible schedule" is appropriate. Flexible schedules are determined by department heads and require a fixed schedule. For example, an employee may be scheduled to come to work at 7:30 and leave at 4:00. The department head may set an employee's schedule in any combination of work hours that ensures coverage and appropriate production as long as the employee works at least 37.5 hours per week. This should be an on-going, set schedule and should not be revised unless circumstances and/or departmental needs warrant a change. This should in no way be construed as a license for the employee to set their own schedule or deviate from the prescribed schedule as determined by the department head.

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

No

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

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

No

A brief description of other sustainable transportation initiatives and programs:

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

Waste

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

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

Waste Minimization

Responsible Party

Jen Jones

Facilities Coordinator
Office of Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 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:

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	187.11 Tons	124.53 Tons
Materials composted	25.48 Tons	7.12 Tons
Materials reused, donated or re-sold	4.84 Tons	0 Tons

Materials disposed in a solid waste landfill or incinerator	1,113 <i>Tons</i>	1,568.85 <i>Tons</i>
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Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,000	3,000
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	105,111.73	10,181.90
Full-time equivalent of employees	1,824	1,983
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2010	June 30, 2011

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

This was the first year these data were being tracked.

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

The College does an annual waste audit during Sustainability Week organized by the student organization Alliance for Planet Earth. The Office of Sustainability also conducts periodic audits as needed; past audits have included Athletics Arena and dining hall.

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

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

Surplus Property is all State owned supplies and equipment, not in actual use, with remaining useful life and available for disposal. Whenever property is determined to be excess to the needs of the department and/or College, the property must be disposed of through the State Surplus Property system. However, prior to notifying the State of any excess material it will be made available to other College of Charleston departments at no cost. Periodically the Property Inventory Specialist will notify all departments of material available through the College e-mail. The "Surplus Shopper" will list all material available at no cost. If the property can not be utilized by another department, the property must be reported within 90 days of the surplus declaration date to State Surplus Property. A State screener will view the property and determine what is of value and what is junk. The items of value will be picked up and transferred to State Surplus. The items declared junk will be screened again to determine if they have any residual re-sale value. If, in the Property Inventory Specialist's opinion, the item does have some value it will be (1) transferred to the Medical University for sale in their retail surplus store, or; (2) be evaluated by the Director of Business Services to determine if the property has value bid as junk for sale and can be sold according to the bid procedures of the State Property regulations. If the property has no value it is discarded according to State Property regulations. The Property Inventory Specialist will remove College of Charleston property tags affixed to the property at the time of disposal. Additionally, Property Inventory maintains files and reports on disposition of all surplus property.

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

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

Students are allocated 300 pages free black and white printing three times a year (fall, spring, and summer.) After this allocation is used, further pages are .05 each payable only through your Cougar Card. Color printing is available at a cost of .35 per page.

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

The Lighten Your Load program is our end of the year donation drive. In an effort to keep some items out of the landfills, students can donate items they no longer want (or that won't fit in the car!) to boxes that will be in each lobby in the residence halls. Items will then be sold at a campus-wide sale whose profits will go to support the Alternative Spring Break Program. Items that are not sold are given to a re-sale shop.

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

The Office has begun a campaign called Tap That that encourages the use of tap water in lieu of bottled water. We have installed 12 water re-fill stations around campus and provide all incoming students with a free, stainless steel water bottle upon arrival on campus.

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

The Office has worked with Dining to conduct semi-frequent audits in the dining halls called Weight the Waste. Post-consumer waste is weighted and tracked by user in dining halls.

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:

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

All dining facilities at the College of Charleston are trayless with the exception of Chic-Fil-A dining stations (there are 2).

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):

Every student with meal plans that have 21, 15, or 10 meals per week or a total of 200 or 175 meals per semester is given a reusable to-go container. Students without these meal plans can purchase a reusable to-go container for \$3. Students bring the container to our City Bistro location and can fill it up, take it home, and return it to City Bistro (emptied of large food items) and it will be wash and they will be given a clean to-go box. If students don't wish to pick up a fresh box at the time they turn in their used one, they will get a key tag to trade in when they are ready.

This program is only available at our City Bistro location.

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):

Our dining facility at Liberty Hall is all reusable service ware.

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:

All locations on campus that serve coffee offer a \$.90 refill option if you bring your own re-usable mug.

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:

<http://recycle.cofc.edu/>

Waste Diversion

Responsible Party

Jen Jones

Facilities Coordinator
Office of Sustainability

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:

While they are included in our efforts, data were not tracked for FY2013 for batteries, electronic waste, printer and toner cartridges, cooking oil, or plant materials so numbers do not reflect these diversions.

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

Materials diverted from the solid waste landfill or incinerator:

164 Tons

Materials disposed in a solid waste landfill or incinerator :

1,113.15 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:

The Office of Sustainability has created a working group to develop a campus Zero Waste Plan starting in the spring of 2013 and is working to develop a Waste Management Plan.

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

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

Both of our dining facilities compost both pre and post consumer food waste. We also compost pre-consumer at four auxiliary locations. For each 2,000 lbs of food waste, the College also receives 40 lbs of high quality, nutrient rich soil for amendment into our campus grounds. These data are from FY2013 and full scale composting at one of the dining facilities, catering and other auxiliary locations did not start until Fall 2013. Numbers are expected to increase drastically to reflect this change.

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

Both of our dining facilities compost both pre and post consumer food waste. We also compost pre-consumer at four auxiliary locations. For each 2,000 lbs of food waste, the College also receives 40 lbs of high quality, nutrient rich soil for amendment into our campus grounds. These data are from FY2013 and full scale composting at one of the dining facilities, catering and other auxiliary locations did not start until Fall 2013. Numbers are expected to increase drastically to reflect this change.

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	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	No
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	No
Laboratory equipment	No

Furniture	No
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	No
Motor oil	No
Tires	No

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

Electronic waste

Construction and Demolition Waste Diversion

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.

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

Hazardous Waste Management

Responsible Party

Randy Beaver

Director

Environmental Health and Safety

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 Office of Sustainability and The Office of Environmental Health and Safety work together to offer battery recycling on campus. The Recycling crew picks up batteries of all types from different drop-off sites around campus and Batteries Plus retrieves collected batteries for recycling. The Office of Environmental Health and Safety also has a recycling program established for halogenated and other hazardous lighting and is in the process of reviewing potential on-site recovery/recycling/reuse of organics and other chemicals used in the basic teaching laboratories on campus.

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

Universal and chemical wastes are removed from campus by a vetted vendor through an RFP and bidding process in accordance with SC state regulations. The RFP specifically states that the chosen vendor must choose blending or recycling of solvents and other chemicals that may be salvaged through reprocessing. All materials are disposed of in accordance with State and Federal safety regulations.

A brief description of any significant hazardous material release incidents during the previous three years, including

volume, impact and response/remediation:

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

The Office of Health and Environmental Safety has implemented the use of and manages CISPro/Chem SW software that provides a paint/varnish and chemical inventory to the campus. This helps to facilitate the use and re-use of excess or unwanted materials and keeps them out of the waste stream.

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?:

No

A brief description of the electronic waste recycling program(s):

Any electronics that are tagged as College property are sent to the state vendor that is held to the standards set in the Electronics Recycling Act. The Office of Sustainability is developing a program for electronics that are not tagged as state property that will include drop-off locations at various places around campus.

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

The State of South Carolina has committed to responsible processing of recycled electronic devices through the "Electronics Recycling Act" (ARTICLE 3 TO CHAPTER 96, TITLE 44). This Act requires that:

- All consumer electronics are banned from disposal in the land fill
- All whole units for reuse will be marketed and distributed only in the United States
- Unbroken Cathode ray tubes cannot be disposed of by the vendor
- All surplus not designed for reuse will be de-manufactured in the United States
- All vendors must use a hierarchy of management from reuse as top priority followed by de-manufacturing for material recovery, shredding for reuse or recycling, management of components for energy recovery, and as least priority shredding or destruction for disposal

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

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

Jen Jones
Facilities Coordinator
Office of Sustainability

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:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	117,037,867 Gallons	111,701,162 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	117,037,867 Gallons	111,701,162 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	3,000	3,000
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	10,511.73	10,181.95
Full-time equivalent of employees	1,824	1,983
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	3,556,696 <i>Square Feet</i>	3,556,696 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	52 <i>Acres</i>	52 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2010	June 30, 2011

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

FY2011 was the year we officially started to track these data.

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

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

Most water lines have city installed water meters.

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

Residence Life has replace most housing shower heads with low flow models and Procurement has replaced sink faucets with low flow models in their building.

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

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

Grounds uses many native plants to reduce watering needs and more appropriately sync needs with natural water availability.

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

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

The College has three water catchment systems on campus. One is installed at the headquarters for the Grounds Department and used to water plants at their greenhouse and two are used to water on campus gardens.

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

Rainwater Management

Responsible Party

Jen Jones

Facilities Coordinator
Office of Sustainability

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?:

No

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

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

No

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

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

The College has three rain water catchment systems on campus. One is installed at the headquarters for the Grounds Department and used to water plants at their greenhouse and two are used to water on campus gardens.

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:

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:

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:

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

Wastewater Management

Responsible Party

Jen Jones

Facilities Coordinator
Office of Sustainability

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:

117,037,867 Gallons

Wastewater naturally handled:

0 Gallons

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

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

http://www.charlestonwater.com/water_trt_process.htm

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

P Brian Fisher

Director

Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

In the 2.5 years since its inception, the OOS has generated a wide and diverse constellation of accomplishments. See the

sustainability.cofc.edu

website.

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:

We disbanded the formal sustainability committee (as pragmatically ineffective) and created in its place the SPN (sustainability practice network).

The mission of the SPN is to use a decentralized network to create policy and best practices that can be implemented throughout campus. It is based on small group interaction that is formed around self-identified interests and/or expertise and then networked through the office of sustainability to generate a holistic praxis.

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

The SPN (Sustainability Practice Network) includes students, faculty and staff formed in small groups around particularly sustainability expertise and needs.

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

<http://sustainability.cofc.edu/>

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 Office of Sustainability's mission fits within the College mission.

CofC Mission: "To pursue and share knowledge through study, inquiry, and creation in order to empower the individual and enrich society"

Sustainability Mission: "To create and apply knowledge through holistic praxis to create sustainable solutions that transform society by rethinking, redesigning and restoring integrated systems."

The office of sustainability has discretion over all issues related to campus and societal sustainability across the campus.

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

3

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

<http://sustainability.cofc.edu/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

P. Brian Fisher, Director; Jen Jones, Facilities Coordinator; Jesse Baker, Academic Coordinator

A brief description of each sustainability officer position:

Dr. Fisher is both a tenure-tracked professor (in academic affairs) and the director of sustainability (in business affairs). This affords the office to create and invest in all areas of campus life as a hub for operations, research and pedagogy. The Director also directly reports to [Campus Sustainability Data Collector](#) | [AASHE](#)

the EVP of Business Affairs, which promotes a clear line of communication and action from students to staff/faculty to high administration.

The facilities coordinator handles the sustainability aspects of our facilities/operations, including planning, implementation and monitoring. The academic coordinator handles the student development and faculty/staff outreach as well as expanding our academic programming on sustainability.

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

<http://sustainability.cofc.edu/>

Responsible Party

P Brian Fisher
Director
Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

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

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

We have a sustainability major as a priority in the College Strategic Plan. There is also a proposal for creating an environmental studies major (to complement our minor). We have been expanding course offerings in what we call "sustainability-centered" education, including systems thinking. We also have plans to expand applied learning through WSC (whole systems competency) to generate the necessary skills to meet market demand and societal sustainability.

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

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

Sustainability, Environmental Studies and Schools of HSS and Science/Math.

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

There is already a lot of research conducted on the environment and ecology at CofC, taking advantage of our coastal geography and partnerships with Department of Natural Resources and NOAA. We have research aligning and building along supply chain management, urban/community planning, and real estate/historic preservation, as well as at the intersection of sustainability and education.

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

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

The OOS is coordinating the survey of this research.

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

Part of our "shared vision" is to create a sense of place and community. Campus engagement is attain in our sustainability cation plan through prominent speakers, events, community involvement as stakeholder, workshops, co-curricular activities and greater awareness of our footprint.

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

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

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

The plan is to coordinate, to varying degrees, with the community to advance sustainability and systems change. We advocate that "you can't be sustainable in isolation" as part of a system, so public engagement is critical to advancing sustainability as a community-based solution. Our plans include a strong local alternative transportation strategy, cooperation and collaboration in waste and energy management, education K-12 schools, etc.

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

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

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

We have a strong GHG reporting structure and implementation goals (e.g. metrics for evaluating progress) using emissions as a proxy. We also have a strong waste diversion and aversion plan which also contributes to air and climate.

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

Our CAP goal is to be carbon neutral by 2050. We are in the beginning stages of evaluating more specific objectives given our timeline that will be realistic. This is complicated in a place like Charleston where we have run into atypical barriers related to historic preservation.

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

OOS-Off of Sustainability.

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

We have various strategies in buildings, from lighting (T12 to T5; LED), to window replacement (where possible) because of so many inefficient windows (single pane), HVAC, and even to the paints and cleaning materials used. We are creating a more detailed building maintenance plan this year.

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

These are really varied, but in our Sustainability Action Plan.

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

OOS.

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

We have been extremely active in this sector. From our "renegotiation" with Aramark to place a greater emphasis on sustainability (which they have), to coordinating with Grow Food Carolina (food hub) to secure a much higher % of food locally, to the actual dining conditions (e.g. vegetarian/kosher options, way students eat, and the materials used in dining halls to aid in waste diversion).

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

We have enacted/implemented the vast majority of our objectives already, from doubling our local produce use, trayless dining, create a composting stream in all dining halls, etc. Going forward our plan calls for another doubling of local produced food in the next five years.

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

OOS. Dining Services. Aramark.

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

Our plan calls for incremental decreases in energy over the next five years that increases dramatically thereafter. We are somewhat compromised by geography (urban setting) and historic preservation in our ability to use renewables on site. So, our future energy really depends on integration with the city and county. For now, our focus is on energy efficiency and energy demand. On the supply side, we will have to address our energy delivery systems and infrastructure before really investing in renewable schemes.

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

Our plan calls for 10% reduction in energy consumption by 2020, 25% by 2030 and 40% by 2040. We also included 5% energy supply created by renewables or nuclear by 2015 (as part of our overall energy mix), 15% by 2025 and 25% by 2035.

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

OOS. Physical Plant.

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

Plans within grounds include integrated pest management, 100% organic soil additives, use of drought resistant plants/vegetation and increase use of water harvesting.

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

Our plan with grounds is to include 100% organics in our soil additives, drought-resistant vegetation/plants, and to increase our on site water harvesting and composting (for own soil).

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

OOS. Grounds. Facilities.

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

We have plans for greater life cycle analysis for all products and services on campus. We also have specific plans for supply chain of our materials and products, as well as recognizing our downstream impact of products and materials once they leave campus.

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

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

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

We have a plan calling for a biannual transportation analysis examining behavioral and attitudinal transportation trends. We have plans for a bike share, ride share and car share programs by 2015. We also have plans greater integration of bike paths on campus and in the community. Finally, our plans call for greater incentivization through parking, buses, and carpooling.

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

We would like all programming to be in place by 2015. It is. We would also like to have greater incentives in places (to test the viability) in parking, bussing, and carpooling by 2015. All are. We are not in the reassess part of our plan on our to generate more interest in alternative transportation. Our goal is by 2030 to have 20% of our commuting eliminated.

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

Parking and Aux Services. OOS.

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

We have a plan for both waste diversion and aversion in our SAP as well as a "materials flow analysis". We also have in the plan the desire for the development of a "materials refuse" program on site.

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

Our plan calls for us to achieve 25%, 40%, 60% and 90% recycling rates by 2015, 2025, 2035 and 2050. We also will address "behavioral change" by the number of programs we have to address waste minimization and by the metrics between departments.

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

OOS. Physical Plant.

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

We have plans in the SAP to reduce potable water consumption, bottled water, and to minimize stormwater.

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

Reduce per capita water consumption by 5%, 10%, 15% below FY2013 levels by 2020, 2035 and 2050.

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

OOS. Physical Plant.

A brief description of the plan(s) to advance Diversity and Affordability:

Financial sustainability is a critical part of our SAP, including the affordability of HE. In addition, our office of diversity and multicultural services play a prominent role on campus in attracting a diverse student body and faculty. It is a decided point of emphasis for the campus.

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

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

We have plans within our SAP to include greater emphasis on work satisfaction, and wellbeing in the workplace.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

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

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

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:

The ability to balance and align our systems in ways that regenerate and integrate while minimizing exploitation.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

Governance

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.

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

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

P Brian Fisher
Director
Sustainability

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:

The purpose of these diversity initiatives is to enhance the value of a College of Charleston education and contribute to the personal growth of each of us as educators and administrators. As a community of scholars, we must constantly strive to expand and inform our personal perspectives, to increase our understanding of the national and global issues that surround us, and to increase our tolerance for the unfamiliar or the unconventional. There is no better way to achieve these objectives than to live, work, and learn in an environment enriched by the diverse personal experiences of people from many different geographic areas who bring with them a wide array of different cultures and religious, social, economic, and ethnic backgrounds. Diversity is a compelling academic interest of the College of Charleston and as such must be pursued with sustained institutional efforts.

The full-time equivalent of people employed in the diversity and equity office:

4

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://pcdaei.cofc.edu/documents/members-list>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	No
Faculty	No
Administrators	No

A brief description of the cultural competence trainings and activities:

The Office of Multicultural Student Programs strives to provide advocacy, support services, and culturally based programs that educate about diversity and multiculturalism and empower them to be agents of social change in an increasingly diverse and global community.

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Responsible Party

P Brian Fisher

Director

Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

The campus climate survey assessed the campus environment, diversity issues and concerns, social interactions and relationships with diverse others, individual perceptions of unequal treatment, and attitudes towards different groups of people.

The campus climate survey was offered to all undergraduate students, graduate students, faculty, and staff.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

See above for students.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

This has been assessed through the campus climate assessment and through human resources.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

<http://oiep.cofc.edu/assessment/campus-climate-diversity-overview.php>

Support for Underrepresented Groups

Responsible Party

P Brian Fisher

Director

Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The website URL where more information about the support programs for underrepresented groups is available:

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

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.

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

Affordability and Access

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

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

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

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.

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

Assessing Employee Satisfaction

Responsible Party

Ed Pope
Director
HR

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:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

It varies by department, but anonymous survey data is generated and feedback is considering and addressed toward process improvements. Recently, all business affairs has undergone substantial reform to improve operational performance. Indicators, such as job satisfaction, are now part of performance scorecard for each dept.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Ed Pope
Director
HR

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):

The College has a pool, gymnasium and weight room available for all employees to use.

Scooter Barnette, a senior instructor from Health and Human Performance, also offers a free weight-loss team program. The FATCAT team members learn how walking and proper nutrition can lead to weight loss and better overall health. For information contact

barnettes@cofc.edu

.

The College also offers the S.A.V.E. (STRATEGIES TO ASSIST VALUED EMPLOYEES) program. SAVE is an assessment, short-term counseling, referral and follow-up service for employees and dependents who want assistance in dealing with the stress caused by life changes.

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

<http://hr.cofc.edu/benefits/extras.php>

Workplace Health and Safety

Responsible Party

Ed Pope
Director
HR

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	45	51
Full-time equivalent of employees	1,824	1,790.60

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

	Start Date	End Date
--	------------	----------

Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

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

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?:

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:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

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.

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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.

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