

College of the Atlantic

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

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Innovation	200

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

Submission Note:

College of the Atlantic has a very small graduate program. Each year we typically award 2-3 M. Phil degrees. Because this program is so small---less than three percent of our student body---and because the overwhelming majority of our resources are devoted to undergraduates, we focus on our undergraduate program in this survey.

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Agricultural experiment station larger than 5 acres or 2 hectares	No	No
--	----	----

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

The College of the Atlantic's main campus is 37 acres fronting on the Atlantic Ocean in the Town of Bar Harbor. The campus has parking adjacent to Route 3, its main access route. The campus has extensive lawns and gardens and a protective buffer of trees along the ocean

shore front. The college has two working farms: Beech Hill Farm and the Peggy Rockefeller Farms. Beech Hill farm is a 72-acre farm twelve miles from campus that raises 4-5 acres of vegetables for sale to the public at a farm stand, to wholesale accounts, a CSA program, and also sells produce to the main campus cafeteria. Peggy Rockefeller Farms are 5 miles from campus and comprise 125 acres with 50 acres of pasture and hay land. The farm currently raises small livestock and an apple orchard was recently planted. Broiler chickens from this farm are provided to the college cafeteria. Both farms have extensive student involvement in their operations. Also, while not included in the list above, the college has two facilities on offshore islands in the Gulf of Maine that are used for marine research and teaching. COA ownership on the islands amounts to 15 acres. We also own a 100-acre forested property about 6 miles from the main campus that is used for field studies. It is not included in the Institutional Boundary (IC-1) since there was not a category above provided for forest land.

Operational Characteristics

Criteria

n/a

Submission Note:

We do not have a natural gas supply on Mount Desert Island and so use propane. The biomass source is wood pellets made here in Maine.

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

Endowment size:

44,200,000 *US/Canadian \$*

Total campus area:

349 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

152,347 *Gross Square Feet*

Conditioned floor area:

149,347 *Square Feet*

Floor area of laboratory space:

20,000 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

30,910 *Square Feet*

Floor area of residential space:

48,360 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	7
Wind	93
Other (please specify and explain below)	---

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

We have a small wind turbine but it only produces a very small amount of electricity and was not included for this question.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	12
Coal	---
Electricity	---
Fuel oil	65
Geothermal	---

Natural gas	23
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:

Data above are for the 2013-2014 academic year (July 1, 2013 through June 30, 2014), except number of employees (headcount) which is from February 2015 payroll.

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

Number of academic divisions:

1

Number of academic departments (or the equivalent):

3

Full-time equivalent enrollment:

366

Full-time equivalent of employees:

105

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

408

Total number of graduate students:

12

Number of degree-seeking students:

393

Number of non-credit students:

15

Number of employees:

120

Number of residential students:

149

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

Dave Feldman

Professor of Physics and Mathematics
Environmental Science

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

Submission Note:

Courses with four or fewer students were omitted, as per the STARS guidelines. The vast majority of these courses were individual music or language instruction.

"---" 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	186	0
Number of sustainability courses offered	19	0
Number of courses offered that include sustainability	73	0

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

1

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

1

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):

[CollegeOfTheAtlantic_CourseInventory.pdf](#)

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

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

<http://www.coa.edu/suscurriculum.htm>

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

All faculty were contacted and described the extent to which their courses from 2012-13 included sustainability. A few faculty could not be reached. Those faculty's courses were analyzed for sustainability content by consulting the course descriptions in the course catalog.

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

Each offering or section of a course was counted as an individual course

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

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

	Yes or No
Internships	No
Practicums	Yes
Independent study	No
Special topics	No
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

Dave Feldman

Professor of Physics and Mathematics
Environmental Science

Criteria

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

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

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

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

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

Submission Note:

Graduation numbers are from July 1, 2013 -- June 30, 2014.

COA has one academic program; all undergraduates receive a B.A. in human ecology.

"---" 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:

67

Total number of graduates from degree programs:

67

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:

BA in Human Ecology

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

The faculty have collectively adopted a set of learning outcomes for its degree in human ecology. As part of this statement, human ecology is referred to as "a probing and determined search for the roots of contemporary social, cultural, political, and environmental issues." The learning outcomes are: (1) Creativity, (2) Critical Thinking, (3) Community Engagement, (4) Communication, (5) Integrative Thinking, (6) Interdisciplinarity.

Additionally, in their senior year, all students are required to write a capstone, integrative essay known as the Human Ecology Essay (HEE). The HEE is a work of exposition, argumentation, extended description or narration in which the student explores her or his perspective on Human Ecology. The Human Ecology Essay must be clear, concise, and coherent. Faculty expect that all students who graduate from COA are able to write compellingly about human ecology and its relation to environmental, social, and economic issues.

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

<http://www.coa.edu/assets/registrar/academicprogramandpolicies.pdf>

Undergraduate Program

Responsible Party

Dave Feldman

Professor of Physics and Mathematics
Environmental Science

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

B.A. in Human Ecology

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

College of the Atlantic offers one degree, the BA in Human Ecology. At COA, Human Ecology is understood to be the interdisciplinary study of the relations among humans and their natural, social, and built environments.

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

<http://www.coa.edu/degree-requirements.htm>

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

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

Campus Sustainability Data Collector | AASHE

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?:

Yes

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

Sustainable Food Systems

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

College of the Atlantic's Sustainable Food Systems Program engages students in examining the social, cultural, political, ecological and economic implications of the ways food is perceived, produced and consumed. A Sustainable Food Systems focus facilitates the development of skills, useful to students who choose work in the fields of food and agriculture policy, community development, public health, land conservation, community food security, global and local activism, agriculture education, food business and small-scale farming.

COA does not have a formal system for designating minors or concentrations within its one academic program in Human Ecology. Nevertheless, it does designate several programs. A program at COA is an interdisciplinary academic area in which the college has intentionally chosen to create sufficient depth and breadth to allow students to gain a broad range of experiences and skills so they may pursue a career in this area. Sustainable Food Systems is one such program.

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

<http://www.coa.edu/sustainable-food-systems.htm>

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

Campus Sustainability Data Collector | AASHE

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

At COA, we teach how the power of environmentally and socially focused strategies bring about positive change in the world, while also strengthening the enterprise itself. The Sustainable Business program at COA includes both for-profit and non-profit ventures.

COA does not have a formal system for designating minors or concentrations within its one academic program in Human Ecology. Nevertheless, it does designate several programs. A program at COA is an interdisciplinary academic area in which the college has intentionally chosen to create sufficient depth and breadth to allow students to gain a broad range of experiences and skills so they may pursue a career in this area. Sustainable Business is one such program.

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

<http://www.coa.edu/sustainable-business.htm>

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

Field Ecology and Conservation Biology

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

Students focusing on Field Ecology & Conservation Biology choose a set of foundational courses that afford a solid base for advanced studies. In all biology classes, we emphasize the importance of understanding the organism in its natural environment and the role humans have played in shaping that environment. COA takes an ecological approach throughout the curriculum: students discover interrelationships between organisms and their environments. Unlike at most other colleges, sciences at COA are not insulated from other areas of study. At COA, we believe that historical, aesthetic, economic, political, and literary analysis and modes of thought enhance the scientific method. Students are therefore encouraged to design a course of study synthesizing knowledge from different disciplines. Students also have opportunities to get involved in environmental politics and conservation policy.

COA does not have a formal system for designating minors or concentrations within its one academic program in Human Ecology. Nevertheless, it does designate several programs. A program at COA is an interdisciplinary academic area in which the college has intentionally chosen to create sufficient depth and breadth to allow students to gain a broad range of experiences and skills so they may pursue a career in this area. Field Ecology and Conservation Biology is one such program.

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

<http://www.coa.edu/field-ecology-conservation-biology.htm>

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

Graduate Program

Responsible Party

Craig Ten Broeck

Director of Sustainability
Office of the President

Criteria

Institution offers at least one:

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

And/or

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

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:

COA offers several immersive, sustainability-focused classes. One of the most recent examples is "Islands: Energy, Economy and Community," co-taught in fall 2014 by faculty members Jay Friedlander (sustainable business) and Anna Demeo (energy, physics, engineering).

This course is focused on developing initiatives in the renewable energy and finance sectors on Mount Desert Island and other Maine islands and was offered in conjunction with the Island Institute and the Samsø Energy Academy in Denmark. COA students together with community members from Maine's Islands, learned from the Samsø Island experience of transforming to a carbon negative island through a community driven, grass-roots approach to create investment opportunities for both individuals and businesses in enterprises that developed and scaled efficiency upgrades, wind and solar power production, biofuel distributed heating, and other elements of a renewable energy portfolio.

Three weeks of the term were spent at Samsø's Energy Academy learning the community process, and investment and engineering strategies that the small rural farming and tourist community used to transform themselves into an independent energy community and rejuvenate their local economy. COA students and island resident participants then used this knowledge to develop plans for adapting and creating appropriate technology, investment platforms or services to reduce energy consumption and to boost renewable energy production here in Maine. The work generated by this course in Maine communities is ongoing.

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

http://dotearth.blogs.nytimes.com/2014/12/19/from-maine-to-denmark-islanders-including-students-look-for-sustainable-energy-solutions/?_r=0

Sustainability Literacy Assessment

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

37

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

0

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

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

Is COA Carbon Neutral?

Yes

No

What percentage of COA's energy use is electricity?

10%

25%

46%

72%

The electricity that COA buys comes from which of the following sources (mark all that apply):

- Coal
- Wind
- Oil
- Natural Gas
- Hydro

Which of the following are true? (mark all that apply)

- There are three electric car chargers installed on COA properties.
- The wood pellet boiler heats all of the Kathryn W. Davis Village plus Seafox.
- COA has a policy in place stipulating that all new buildings must be carbon neutral.
- COA has increased solar production on campus and the farms by over 200% since 2012.

All of the following are forms of energy EXCEPT...

- Chemical
- Coal
- Mechanical
- Electromagnetic

The amount of ENERGY consumed by an electrical appliance is equal to the power rating of the appliance (watts or kilowatts) ...

- Multiplied by the cost of electricity
- Added to the cost of electricity
- Multiplied by the time it's used
- Divided by the time it's used
- Added to the time it's used

What does it mean if an electric power plant is 35% efficient?

- For every \$100 invested in the production of energy, \$35 is made into profit
- For every 100 units of energy that go into the plant, 35 units are lost during energy transformations
- For every 100 units of energy that go into the plant, 35 units are converted into electrical energy
- For every 35 units of energy that go into the plant, 100 units of electrical energy are produced

How much energy does a 60 Watt light use in a year if left on for 6 hours a day?

How frugal would you rate yourself when it comes to your energy use from a scale 1-5 with 1 being "I waste energy everywhere I go" to 5 being "I take cold showers and read in the dark."

- 1
- 2
- 3
- 4
- 5

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

This assessment was developed by the student-led Campus Committee for Sustainability together with the director of energy education and management, as part of an awareness-raising campaign about energy use in campus residences.

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

The survey was circulated electronically over campus-wide email. Only students living in on-campus housing were asked to complete the survey (this is about 37% of the total student body). This was done prior to a one-week intensive energy saving competition in the on-campus residences. The survey was circulated again after the competition.

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

The average score on both the pre- and post- surveys was 70%.

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

Incentives for Developing Courses

Responsible Party

Dave Feldman

Professor of Physics and Mathematics
Environmental Science

Criteria

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

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

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

"---" 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

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.

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

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.

From the institution:

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Nina Emlen
Admission Counselor
Admissions

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:

25

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

34

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

1

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:

[faculty research.docx](#)

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

COA does not have academic departments. Instead of departmental affiliation, we instead list each faculty member's primary area(s) of expertise.

John Anderson (Biology)
 Molly Anderson (Food Systems)
 Nancy Andrews (Performance Art and Video Production)
 Jodi Baker (Theater and Performance)
 Richard Borden (Psychology and Human Ecology)
 Don Cass (Chemistry)
 Ken Cline (Environmental Law and Policy; Parks and Protected Areas)
 Catherine Clinger (Art History and Studio Art)
 Dru Colbert (Arts and Design, Visual Communication)
 J. Gray Cox (Peace Studies and Philosophy)
 Anna Demeo (Director of Energy Education and Management)
 David Feldman (Physics and Mathematics)
 Jay Friedlander (Sustainable Business)
 Sarah Hall (Earth Science)
 Helen Hess (Biology)
 Anne Kozak (Writing)
 Todd Little-Siebold (History)
 Isabel Mancinelli (Architecture and Design)
 Jamie McKown (Government and Polity)
 Suzanne Morse (Botany)
 Chris Peterson (Marine Biology)
 Nishanta Rajakaruna (Botany)
 Davis Taylor (Economics)
 Sean Todd (Biology)
 Karen Waldron (Literature and Women's Studies)

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

All faculty were given AASHE's criteria for sustainability research and then were asked if any of their research in the last three years met the criteria.

The inventory included all faculty at College of the Atlantic. We did not include lecturers or adjunct faculty.

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

John Anderson, Don Cass, Nishanta Rajakaruna and Sarah Hall received a \$142,000 grant from the Davis Educational Foundation. Their project, titled "Transforming ecology education through interdisciplinary landscape-level research," will use a local watershed as a case study for ecological research and teaching.

Molly Anderson published 9 articles and 2 book chapters on sustainable food systems.

Molly Anderson was appointed to the International Panel of Experts on Sustainable Food Systems.

Molly Anderson served on the Technical Support Team for monitoring the Committee on World Food Security effectiveness.

Richard Borden published *Ecology and Experience: Reflections from a Human Ecological Perspective* (North Atlantic Books, 2014), an overview of the intellectual and institutional history of human ecology.

Ken Cline co-authored a book on the natural history of local lakes and ponds. (William V.P. Newlin, with Ken Cline, Rachel Briggs, Addison Namnoum, and Brett Ciccotelli, *The College of the Atlantic Guide to the Lakes and Ponds of Mount Desert*, North Atlantic Books, 2013.)

Ken Cline presented at the World Parks Forum in Sydney Australia on the need for a Multidisciplinary Approach to Protected Area Education. The World Parks Forum is the preeminent conference of parks and protected area management. It is held every 10 years.

Catherine Clinger designed and created a print studio on campus that promotes safe methods of artmaking.

Catherine Clinger does work on the interstices of human cultural productions that have sustainability, broadly defined at their heart.

Dru Colbert and Steve Ressel co-taught a course entitled "National Park Service Practicum: Designing the Acadia National Park Nature Center" and worked in collaboration with park service staff to conceptualize ideas for exhibits to create awareness around climate change impacts to Acadia National Park.

Gray Cox, Davis Taylor, and Don Cass conducted an NSF-funded two-year study of the use of firewood for residential heating to reduce the carbon footprint of Hancock County, Maine.

Gray Cox was the principal author of a short book published in June of 2014 by the Quaker Institute for the Future studying Quaker models of participatory and collaborative research for sustainability studies called "Quaker Approaches to Research: Collaborative Practices and Communal Discernment". He also has done a series of presentations at regional and national meetings dealing with Artificial Intelligence and Sustainability for the Future as a part of a continuing research project in this area.

Anna Demeo recently published a paper (Demeo, A., and Peterson, M. (2013). *Community Smart Grid Utilizing Dynamic Demand Response and Tidal Power for Grid Stabilization*. *Smart Grid and Renewable Energy*. Volume 4, p. 465-472) discussing her research work regarding adaptive micro, smart grids with high penetration of renewable energy.

Anna Demeo recently published a paper (Demeo, A., and Peterson, M. L. (2013). *Small Organic Farm Renewable Energy Demonstration Project Based on Incremental Capital Investment and Community Participation*. *Journal of Agriculture, Food Systems, and Community Development*. Volume4, Issue 1, p. 141-154 (

<http://dx.doi.org/10.5304/jafscd.2013.041.002>

), which details the multi-faceted, education based, renewable energy and efficiency project at one of the college's organic farms. Anna Demeo, C.J Walk and Molly Anderson were all key personnel for a recently funded Arthur Vining Davis Foundation grant for \$150,000: "Empowering a Fossil Fuel Free Farm"

David Feldman co-authored a paper on project-based education for energy literacy: Anna E. Demeo, David P. Feldman, and Michael L. Peterson. "A Human Ecological Approach to Energy Literacy through Hands-On Projects: An Essential Component of Effectively Addressing Climate Change." *Journal of Sustainability Education* (2013).

David Feldman gave a presentation at a physics education conference on a novel sustainable energy class he co-developed at COA. (D.P. Feldman and A.E. Demeo. An Interdisciplinary, Project-Based Class in Sustainable Energy. American Association of Physics Teachers (AAPT) Summer Meeting. Portland, OR. July 13, 2013.)

Jay Friedlander is working to move "sustainable action" into the curriculum by teaching:

- Sustainable Strategies (has students consulting with companies on finding competitive strength through sustainability)
- Islands: energy, economy and community (brought together community members and students on the carbon negative island of Samsø to learn what they did. Then students worked on community energy projects from solar to conservation and wind to implement what they learned. Covered in *ecowatch* and the *New York Times*) Co-taught with Anna Demeo
- Solutions (a course where students have to come up with a solution to a problem of their choosing in 10-weeks)
- Hatchery (sustainable enterprise incubator where students are starting ventures as part of their education. From urban agriculture to biofuels to alternative transportation and affordable housing).

Jay Friedlander was a speaker at several venues:

- Keynote at the Asian Conference for Sustainability, Energy and the Environment
- TEDx talk and article in *Triple Pundit* on Creating Abundance
- Keynote at the European Conference on Sustainability, Energy and the Environment
- Multiple presentations at the AshokaU social entrepreneurship exchange on teaching sustainable enterprise

Helen Hess is currently working with several COA students to develop a censusing protocol at Anemone Cave in Acadia National Park to monitor populations of three sea anemone species at the site. This research will inform Park decisions regarding mitigation of freshwater run-off into the tidepools, which may be increasing with changing weather patterns and may impose a physiological stress on the organisms. (Research permit #ACAD-2014-SCI-0023.)

Students in Anne Kozak's Spring 2014 course in Communicating Science wrote text for an exhibit on the effects of climate change in Acadia National Park. The exhibit, which is scheduled to open in 2016 for the 100th anniversary of Acadia, will be located in the Nature Center at Sieur de Monts Spring.

Students in Anne Kozak's 2014 Technical Writing class wrote white papers on research park scientists are conducting on natural and cultural resources in Acadia; these white papers will be used by the interpretive staff to enhance the visitor experience.

Anne Kozak also wrote articles for a local newspaper about the emerald borer and the wooly adelgid, both of which potentially threaten trees in Acadia and on Mount Desert Island

Suzanne Morse received a \$15,000 grant from SARE (Sustainable Agriculture Research & Education) to conduct research on farm use of resources for building soil fertility. She is currently exploring how chipped alder might be incorporated into intensive vegetable practices.

Chris Petersen conducted research on ocean acidification, invasive species, and shellfish population dynamics with commercial fishermen in Frenchman Bay. This work was done with the New England Sustainability Consortium, an NSF-funded group led by the Universities of Maine and New Hampshire. The title of the grant is Strengthening the scientific basis for decision-making: advancing sustainability science and knowledge-action capacities in coupled coastal systems.

Nishanta Rajakaruna and COA Student Jillian Gall co-authored a book chapter on phytoremediation for heavy-metal contaminated soils (The Physiology, Functional Genomics, and Applied Ecology of Heavy Metal-Tolerant Brassicaceae, in *Brassicaceae: Characterization, Functional Genomics and Health Benefits* (ed. Minglin Lang), Nova Science, 2013).

Nishanta Rajakaruna for more information on Nishi's work, please see his website:

<http://nrajakaruna.wordpress.com/publications/>

Davis Taylor was an invited speaker at the "Community, Cooperation, and Complexity" conference at COA, April 2013. His talk was titled "Cooperation and Sustainability." Taylor was the keynote speaker at "By Land and By Sea: Leveraging the Co-op Model for Business Success," January 19, 2012, The Common Ground Education Center, Unity, Maine.

Sean Todd co-published paper on right whale conservation policy: Mullen, K., Petersen M., and Todd S. (2013) Has designating and protecting critical habitat had an impact on endangered North Atlantic right whale ship strike mortality? *Marine Policy* 42 (2013) 293-304.

Sean Todd assisted as professional guide aboard Antarctic ecotourism expedition vessels (2012, 2013, 2014) lecturing on various issues regarding human ecology, and sustainability in polar waters.

Karen Waldron co-edited a collection of essays that study the interconnections between literature and the environment to theorize literary ecology. (Waldron and Friedman, (eds.), *Toward a Literary Ecology*, Scarecrow Press, 2013.)

Karen Waldron has presented papers on literary ecology at the Northeast Modern Language Association annual conference for the last 10 years.

The website URL where information about sustainability research is available:

<http://www.coa.edu/suscurriculum.htm>

Support for Research

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

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?:

No

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

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

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

Yes

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

Approximately half of the full-time faculty positions at COA are associated with endowed funds designed to support faculty research and programmatic work within human ecology (human interactions with our natural, social, and built environments). These funds are attached to specific faculty positions, and currently are designated to support work in the following sustainability-related areas: ecology and conservation biology; sustainable agriculture and food systems; applied botany; conservation law and policy; land use planning; marine biology and conservation; philosophy of human ecology; literature and gender studies; green business and entrepreneurship; art and art history; government and polity; and geology/earth sciences. As our college and faculty is interdisciplinary and non-departmental faculty, faculty research projects often cut across multiple disciplines.

Following is a small selection of faculty work made possible by these funds between July 2013-June 2014:

- John Anderson organized, presented in and co-chaired a symposium at the Wilhelmshaven conference of the Waterbird Society on declines in gull populations on both sides of the Atlantic. John also prepared a final report for the National Park Service at the conclusion of his three year investigation of the impact of sea-level rise on seabird colonies within Acadia National Park.
- Sean Todd completed a three-week trip to the Antarctic Peninsula, collecting a record 87 photo-identification photographs for the Antarctic Humpback Whale Catalog, traveling past the Antarctic Circle as far as Marguerite Bay.
- Suzanne Morse published and presented papers on soil conditioning with wood chips and re-imagining the use of Alder as a soil fertility tree, among other topics.
- Karen Waldron wrote and presented a paper on Sarah Orne Jewett's protoecofeminism at the Northeast Modern Languages Association annual conference.
- Isabel Mancinelli and students in her Land Use Planning class assisted the City of Ellsworth in determining the best next steps to prepare for the increased storm water runoff occurring from the more frequent and more intense storms they are experiencing.
- Sarah Hall attended the Geological Society of America Annual Fall Meeting in Denver where she presented on tectonic and climatic processes in the hyperarid coastal region of Peru. She also traveled to England to process samples in a colleague's laboratory at Newcastle University.
- Faculty member Rich Borden published his new book "Ecology and Experience: Reflections from a Human Ecological Perspective," and gave an invited presentation (with COA Academic Dean Ken Hill) on 'Human Ecology and Interdisciplinary Education: A Survey of Rural, Urban and International Partnerships' — at a joint meeting of the Commonwealth Human Ecology Council (CHEC) and the Deutsche Gesellschaft für Humanökologie (DGH) in Germany.

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

http://issuu.com/collegeoftheatlantic/docs/coa_fy14_endowment_book/0

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

No

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

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

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:

College of the Atlantic's Thorndike Library supports sustainability research and learning in a variety of ways. We have a subject guide titled Sustainable Food Systems that focuses on library and learning resources. The library developed this guide with assistance from students and faculty involved with sustainable food systems studies at the college. The library also has an extensive collective of books and other resources that support classes emphasizing sustainability. These classes deal with such topics as climate change, composting, renewable energy solutions for coastal islands, and more. Our regular online databases and library collections provide support for sustainability research. Materials that are needed for research that are not readily available in the library can be acquired through inter-library loan.

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

<http://libguides.coa.edu/foodsystems>

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

Heather Albert-Knopp

Dean of Admission

Office of Admission

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:

408

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

Compost Outreach Team (work-study)

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

408

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

The compost team is responsible for managing organic waste on campus, further developing the college's composting systems, and educating students, faculty, and staff about compost and the college's composting systems. This includes developing signage and other outreach tools to encourage effective composting in dorms, bathrooms, offices, and dining facilities on campus. Recent activities include: setting up paper-towel composting in bathrooms across campus, and educating faculty, staff, and students to use the new system; updating/maintaining signage in dining halls; and an educational survey of campus offices about compost knowledge and activities.

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

Students indicate their interests and skills when they apply for work-study positions. Applicants are reviewed and selected for the role by the program coordinators. Some students are also recruited specifically for the job by the program coordinators because of their interest and skills.

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

Students are trained by the program coordinators: faculty member Suzanne Morse (botany, agroecology), director of campus planning and building Millard Dority, and the student coordinator of the program, who has multiple years of experience. There is also a manual describing the critical job functions. The program coordinators also work closely with the team as mentors.

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

These are paid work-study positions. In addition, as described above there is support from faculty, staff and a student coordinator of the program.

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

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

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

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

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

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

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

Heather Albert-Knopp

Dean of Admission

Office of Admission

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:

Sustainability is included prominently in COA's orientation activities in several ways.

All incoming students are given a selection of readings on concepts in human ecology which explore how humans engage with the natural, social, and built environments. Students then participate in small group discussions facilitated by alumni, faculty, and staff to discuss the ideas from the readings and apply them to their lives and studies. All new students attend a talk by COA President Darron Collins, and faculty members Karen Waldron (literature, writing), and Dave Feldman (math, physics), who discuss the interconnectedness of social, environmental, and economic problems, emphasizing the central role that students must play in forging durable solutions to these problems and helping to make the world more just, peaceful, and sustainable. In addition, all incoming students select from several short field trips designed to orient them to the local environment, food systems, ecosystems, and cultural history. These trips vary each year, but recent examples include: a field ecology hike in Acadia National Park; a tour and work crew at the college's organic farms; a

visit to the Abbe Museum (local American Indian history and culture); and a natural history and ornithology boat tour in Frenchman Bay aboard COA's research vessel MV Osprey. There is also an extended campus tour which highlights many green features of campus including composting and heating systems, bicycle storage facilities, recycling facilities, the on-campus community gardens, etc.

COA's new student orientation also includes our Outdoor Orientation Programs (OOPs). These are multi-day outdoor trips (kayaking, backpacking, sailing, hiking) where students are introduced to diverse Maine ecosystems and Leave No Trace ethics. Approximately 80% of incoming students participate in OOPs trips.

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

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

Criteria

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

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

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

Submission Note:

Web addresses for COA's organic farms:

Beech Hill Farm -

<http://www.coa.edu/beece-hill-farm-microsite.htm>

Peggy Rockefeller Farms -

<http://www.coa.edu/peggy-rockefeller-farms-microsite>

Web address for student group Earth in Brackets:

<http://www.earthinbrackets.org/>

A listing of sustainability-related student groups is available here:

<http://coa.edu/suscurriculum.htm>

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

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

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

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

Please note that all of the following groups are student-governed/student-led.

The student-led Campus Committee for Sustainability meets weekly to address a wide range of sustainability initiatives on-campus. The committee has been involved with efforts ranging from installation of clotheslines at student residences and improving on-campus compost systems, to installing solar-powered car charging stations and leading the campus effort to divest from fossil fuels.

Earth in Brackets [earth] is a platform for students to become informed about and involved in international environmental processes and treaty negotiations. The group meets weekly, and at least once each year students participate in international UN-affiliated conventions, primarily focused on climate change.

The Zero Waste Club meets weekly to work on and learn about waste reduction issues. Its goal is to educate its members and the college community about the local (campus and broader community) waste management system and zero-waste options/alternatives such as community composting, bag bans, etc. The group was involved in a campus-wide waste audit as a starting point to inform efforts to reduce and eliminate waste across the campus. In addition, they conduct research, host film screenings, and go on field trips to local waste-related facilities.

Student Framework for Environmental and Social Justice

This group aims to provide a framework and support system for students interested in getting involved in local, state-wide and national campaigns and movements for environmental and social justice. In fall 2014, members organized a large delegation of COA students to travel from Maine to New York for the People's Climate March.

The Food Group is a committee dedicated to looking at the sustainability of campus food offerings in our dining hall and cafe. Recently this group was involved with the removal of a juice machine from our dining hall, due to political and environmental concerns.

Vegetarian/Vegan Club creates a community for vegan, vegetarian, and veg-curious students and helps build awareness of vegetarian and vegan issues in the greater COA community.

The website URL where information about student groups is available:

<http://coa.edu/coaccs.htm>

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:

COA has a half-acre organic community garden on our main campus. The community garden has been in operation for over 40 years and provides garden plots for community members and classes such as Organic Gardening, which use the garden as a field laboratory. The community garden is also home to the campus composting system. COA also owns two certified organic farms: Beech Hill Farm (with approximately 5 acres in vegetable production), and the Peggy Rockefeller Farms (chickens, sheep, hay, and a newly planted heritage apple orchard). Both farms provide numerous opportunities for student involvement: from research projects (one recent example involves exploring the use of alder wood chips to improve soil fertility), to developing their own enterprises (such as a student-run pastured poultry operation), to classes (farm planning, soils, etc.), to working as either volunteers or paid laborers in the fields, managing the farm stand, or working with the animals. Beech Hill Farm's operations include a Community Supported Agriculture program in addition to a retail farm stand and wholesale food production for the college's dining services. Each farm/garden operation is coordinated by college staff or faculty, but there are several student-governed projects that take place on each site.

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

<http://www.coa.edu/sustainable-food-systems.htm>

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

COA has a sustainable enterprise hatchery (small business incubator) that supports students as they launch their enterprises. Several student enterprises from the last three years have been sustainability-focused, including: Gourmet Butanol - a project to convert food waste into biofuel using an anaerobic digestion system; Peak Pursuits - a new after-school outdoor program for kids designed as an antidote to nature deficit disorder; Rio Furniture and Design - custom built sustainable furniture; a local bike taxi service; and La Coyotera Farm - organic agave production using heritage farming methods.

We also have students who do consulting work to help transform organizations to be more sustainable. Students have done projects with businesses and organizations including Mount Desert Clean Energy Partners, Island Housing Trust, MOO Milk, Acadia Corp, Black Dinah Chocolatiers, and Atlantic Brewing Company.

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

<http://www.coa.edu/susbiz-microsite.htm>

A brief description of the sustainable investment or finance initiatives:

The sustainable investment committee was formed in January 2015, and is composed of students, faculty, and staff at the college. The group oversees a small portion of the college's endowment, and is responsible for making socially and ecologically conscious investment decisions for this fund. The committee is also a place for dialogue, research, and action related to the college's sustainable investment policies and practices. This initiative is student-led, but students, faculty, and staff work together collaboratively on the effort and on the committee.

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

<http://www.coa.edu/sustinvestment.htm>

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

The college holds a weekly lecture series, the Human Ecology Forum, where local, national, and international speakers address environmental and social sustainability issues. Topics are wide-ranging and in recent weeks have included sessions on climate change politics and lobbying, examining waste systems and perceptions in different cultures, the Historical Atlas of Maine, the political economy of "sustainable development" in Africa, and more.

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

<http://news.coa.edu/>

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

Each term there are numerous cultural arts events, installations, and performances related to sustainability. Recent examples include the following:

A Visit with Ashley Bryan (fall 2014-winter 2015): Exhibit in COA's Ethel H. Blum Gallery. The Ashley Bryan Center's exhibit at COA touches on aspects of sustainability in several ways--environmental, cultural and artistic. Through the exhibit, COA students are exposed to Bryan's approach to his art and his life; found and recycled objects gain meaning and context when used in artistic expression. Art is all around us and we need not look further than what others cast away to find inspiration. During the exhibit Ashley also gave several lectures and workshops for students and classes.

Donna Sellinger performed on campus and spoke to students about her own aggressively sustainable DIY theatre practices as well as the practical challenges involved in that kind of work.

<http://www.avclub.com/article/rat-bites-and-solar-snafus-missoula-oblongatas-don-51790>

Double Edge Theatre came to campus for interactive programs with students and talked about sustainability in terms of their farm and also in terms of their own artistic model.

<http://www.doubleedgetheatre.org/other-reader/items/double-edge-theatre-gets-high-honor-42.html>

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

<http://news.coa.edu/>

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

COA has a vibrant and extremely active student-led outdoor program, which offers regular day and overnight trips including kayaking, backpacking, sailing, hiking, and more - both close to home in Acadia National Park and Frenchman Bay, and further afield including Maine's north woods and western mountains. In addition, returning students lead the six-day Outdoor Orientation Program (OOPs) trips before school starts in the fall.

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

<http://www.coa.edu/oops.htm>

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

The human ecology core course is offered each fall, and is a requirement for all first-year students. Human Ecology is the interdisciplinary study of the relationships between humans and their natural and cultural environments. The purpose of this course is to build a community of learners that explores the question of human ecology from the perspectives of the arts, humanities, and sciences, both in and outside the classroom. Each year, the course focuses on an issue of global concern, such as water, food, or wealth, and is team-taught by faculty members from different disciplines.

The website URL where information about the theme is available:

<http://coa.edu/course-listings.htm>

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

Our newest student residence, the Kathryn W. Davis Village, is super-insulated, uses wood pellets for heating, has composting toilets, employs grey-water recycling and preheating of cold water to reduce energy used for showers, and includes composting buckets in each kitchen. The houses are home to 54 students each year, and they are self-governed by the residents and their student resident assistants.

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

<http://www.coa.edu/kathyrn-w-davis-residence-village.htm>

A brief description of sustainability-focused student employment opportunities:

There are numerous student employment opportunities, both work-study and non-work-study, that focus on sustainability. Student workers: manage the campus composting system where all of our dining hall food waste is composted, along with compost-able waste from dorms and paper towels from bathrooms; maintain the college's composting toilet system; work on all aspects of production on our organic farms; organically manage the campus gardens and landscape; coordinate recycling; coordinate the sustainable food systems program; track energy use on campus; track sustainability in dining hall food purchases; etc.

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

<http://coa.edu/suscurriculum.htm>

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

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

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

Students coordinate use of the college's plug-in electric car, which is available to students to sign-out for driving to appointments off-campus.

COA students have been coordinating a Farm to School program at the local elementary/middle school for the past three years to introduce 6th grade students to the importance of sustainable food systems through experiential learning. Working once a week throughout the school year with a sixth grade Science and Social Studies teacher, COA students teach fifty middle school students about farming and where food comes. Through fun, hands-on activities, and field trips to local farms and Maine's Common Ground Country Fair, the students have taught about many sustainable food systems themes including: Maine agriculture, food systems, soil health and composting, cooking and food preservation, animal care, and the science of gardening. Students are also involved with the planning and construction of a school greenhouse and the implementation of a schoolwide composting effort at the elementary/middle school.

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

<http://coa.edu/suscurriculum.htm>

Outreach Materials and Publications

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

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

A brief description of the central sustainability website:

The Environmental Commitment section of the college's website has extensive information on its sustainability programs including: how we are making our buildings more energy efficient; our use of renewable energy including wood pellets, wind and solar to power our campus; how students are directly involved in international efforts to mitigate climate change; how we reduce waste by recycling food from our cafeteria into compost; how we recycle paper, glass, metal, cardboard and plastics, our use of local and organic foods in our cafeteria; and how sustainability is incorporated across the curriculum.

The website URL for the central sustainability website:

<http://www.coa.edu/environmental-commitment.htm>

A brief description of the sustainability newsletter:

Students publish a regular newsletter on sustainable food systems at COA. This includes updates from our organic farms, details about student research projects and classes, dining hall information, and much more. The newsletter is distributed electronically and can be found on the Sustainable Food Systems page on the college's website.

The website URL for the sustainability newsletter:

<http://www.coa.edu/sustainable-food-systems.htm>

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

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

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

The COA News blog is the college's primary news outlet. It features regular articles about all aspects of sustainability on campus, including a focus on student research and projects.

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

<http://news.coa.edu/>

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

Signage in bathrooms across campus educate about water conservation issues, and in the Kathryn W. Davis Residence Village there is informational signage about the composting toilets, how they work, and how to use and maintain them effectively. There is also energy use and conservation signage in the academic buildings. Additionally, signage in public bathrooms has been developed to encourage composting of paper towel waste.

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:

At each meal in the dining hall, signage indicates which menu items came from local and organic farms, and which items are vegan and vegetarian. There is also a sustainable food systems brochure that includes information about the food systems academic program, dining

hall, and organic farms. Much of the brochure content is also posted on the college's website here:<http://www.coa.edu/sustainable-food-systems.htm>. A dining services fact sheet is also available at the URL below.

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

<http://www.coa.edu/assets/student-services/kitchenfaq.pdf>

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

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

We have compiled information about alternative transportation methods on our website. These include bicycling, college-owned electric vehicles, and using college-run shuttles rather than personal cars. COA also has solar-powered

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

<http://www.coa.edu/assets/aboutcoa/transportation.pdf>

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

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

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

The Environmental Commitment section of COA's website is used as the primary vehicle to inform students about sustainable practices at the college. Sustainable practices are also discussed in detail in the community policies handbook.

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

<http://www.coa.edu/assets/governance/communitypolicies.pdf>

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:

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

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

The student-run Campus Committee for Sustainability produces an annual report of its accomplishments for the academic year.

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

<http://coa.edu/publicationsandpolicies.htm>

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

Yes

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

A google website was established to showcase the detailed energy audit and sustainability work done at COA's Beech Hill Farm.

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

<http://www.coa.edu/energy>

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

Yes

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

A google website was established in 2014 to compile and archive sustainable energy efforts at the college, specifically energy profiles for all of the buildings on campus.

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

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):

College of the Atlantic Energy Framework

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

The college's Campus Committee for Sustainability developed a new Energy Framework with the goal of becoming a fossil fuel free campus by 2050. The framework sets interim near term objectives for 2015, 2020, 2025, 2030 and 2040. The framework was the result of more than a half dozen meetings by the committee including direct participation by the college president and a faculty member who teaches math and physics. The plan was discussed at two All College Meetings and was passed in March 2013.

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

The near term implementation objectives in the policy are already being pursued by the members of the Campus Committee for Sustainability and the college's director of energy education and management. For example, in 2013 the college began working with ReVision Energy of Liberty Maine to install 195 solar panels both on campus and the college's farms. These panels will provide approximately 6% of the college's annual electric energy use. Smaller panels on campus and at both farms provide another 1% of our electricity. The college also renewed a contract for the other 93% of electricity needed with Constellation New Energy for electricity and RECs in a bundled package from wind power farms in the mid-west. Also, the college was given an all-electric Ford Focus for use by students in their academic programs that also will reduce fossil fuel use.

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

http://issuu.com/collegeoftheatlantic/docs/coa_magazine_sp13/8

The name of the campaign (2nd campaign):

Fossil Fuel Divestment

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

Students led the charge for the college to divest from fossil fuel investments. This began with student conversations with the administration, a presentation at the Trustee Committee on Investment, and several discussions with the Board. Students, faculty, staff, and trustees worked together on what quickly became a collaborative education, outreach, and action campaign.

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

Students first approached trustees about divestment in January 2013. The college passed a resolution to divest from fossil fuels in March 2013 and fully divested its investment portfolio within 24 hours of passing the divestiture resolution.

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

<http://news.coa.edu/2013/03/12/coa-divests/>

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

In winter 2015, student members of the Campus Committee for Sustainability implemented an energy use competition in the dorms. Over the course of one week in February, residents aimed to reduce their electricity use the most, as compared with the previous week. Each day, student coordinators sent progress reports out to the community, along with energy information and energy use reduction tips. A pre- and post-survey indicated an increase in student energy literacy, and overall dorm reductions in energy use during the week were

significant.

Employee Educators Program

Responsible Party

Donna Gold

Director of Public Relations

Public Relations

Criteria

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

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

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

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

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

Employee Orientation

Responsible Party

Donna Gold

Director of Public Relations

Public Relations

Criteria

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

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

Staff Professional Development

Responsible Party

Donna Gold

Director of Public Relations

Public Relations

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

Heather Albert-Knopp
 Dean of Admission
 Office of Admission

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*.

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

Inter-Campus Collaboration

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

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:

COA is a founding signatory to the ACUPCC, and our former president David Hales was the chair of the committee that created its guide to carbon offsets. The college was an early (2006) member of the Clean Air-Cool Planet Campuses for Climate Action program, and we continue to use their carbon calculator. COA is also a part of the Real Food Challenge, and we are working on advanced goals, as we have already surpassed the base goals for signatories. Over the last several years, the college has hosted two sustainable food systems conferences on campus, and in 2014 hosted the International Society for Human Ecology conference. In 2013, COA students went to the national PowerShift conference where they presented and shared information on the college's divestment efforts as well as their work with international climate negotiations. In 2015, a student is presenting at the Zero Waste Youth USA convergence in California. Faculty member Jay Friedlander has given numerous presentations on COA's sustainable enterprise hatchery (small business incubator program), and our sustainable energy development work, including at several recent Ashoka Changemaker conferences; Jay has also been leading trainings around the world on incorporating sustainability into business education. COA president Darron Collins speaks at numerous venues, including a recent presentation at the Maine Climate Solutions Expo and Summit, on a higher education panel. Faculty also present sustainability-related talks and papers at other national and international conferences including the the National Center for Science Education conference, and the 2013 Culture, Politics, and Climate Change conference at CU Boulder. Faculty members Dave Feldman and Anna Demeo developed the course "The Math and Physics of Sustainable Energy" and have now shared the course curriculum and materials with three other colleges who are using it as a model for new courses they are developing.

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:

EcoLeague Consortium

ACUPCC - signatory member

Campus Sustainability Data Collector | AASHE

EPA Green Power Partnership
Real Food Challenge
Clean Air-Cool Planet Campuses for Climate Action Program
Maine Businesses for Sustainability
Maine Organic Farmers and Gardeners Association
Maine Green Campus Consortium
Earth Charter
Ashoka Changemaker Campus
International Society for Human Ecology
AASHE
AESS - Association for Environmental Studies and Sciences
PLAN - Pledge for Post-Landfill Action Network
Acadia National Park - special partnership agreement
Zero Waste Youth USA
NCSE - National Center for Science Education

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

In 2007, College of the Atlantic's Sustainability Director helped organize the Northeast Campus Sustainability Consortium Conference held at Bowdoin College. In 2010, COA's Director of Sustainability worked with Unity College to develop a weekend workshop on moving toward more sustainable campuses and lifestyles. COA students also attended the workshop. Each year the EcoLeague member colleges put together collaborative summer courses on topics related to sustainability and ecology, and COA also hosts EcoLeague exchanges for students from consortium colleges. We also help to coordinate the international Society for Human Ecology and hosted its 2014 international conference on campus.

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

Continuing Education

Responsible Party

Donna Gold

Director of Public Relations

Public Relations

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Community Service

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.

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

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

Criteria

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

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

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

Anna Demeo

Director of Energy Education and Management
Energy Education

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	No
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?:

No

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

The college uses the Clean Air--Cool Planet carbon calculator to inventory its GHG emissions and has done so since 2006. However, as all of our electricity comes from either local solar on campus and purchased green electricity from wind power, our scope 2 GHG emissions are zero. Information is collected from our heating fuel and electricity providers and from our business office regarding air travel.. Commuter surveys have been used to gather information from students, faculty and staff on commuting distances and frequency. Information on number of students comes from the college's Common Data Set. Note: The 'Performance' year is FY2013 and the 'Base' year is 2005.

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:

The GHG survey has typically been done by the Director of Sustainability with the assistance of a student who collects data, based on the academic year, for air travel mileage for students, faculty, and staff.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>531 Metric Tons of CO2 Equivalent</i>	<i>584 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>31 Metric Tons of CO2 Equivalent</i>	<i>21 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>0 Metric Tons of CO2 Equivalent</i>	<i>434 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>26 Metric Tons of CO2 Equivalent</i>	<i>43 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>15 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>329 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

None.

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

None.

A brief description of the composting and carbon storage program:

The college composts all pre- and post-consumer food 'waste' and napkins from the dining hall and cafe in the college's on-campus compost system. In addition, during the summer these materials are composted at one of the two nearby farms owned by the college. The compost is used on the community gardens and the farms. We also have composting toilets in one-third of our student housing, and in the student center (which houses a cafe, faculty and staff offices, student lounge, health office, etc.). We also compost all landscape debris, and we leave grass clippings on the lawns as natural fertilizer.

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

Electricity RECs: RECs purchased from Native Energy for electricity for the calendar years 2004 and 2006. Certification - Green-E. RECs and electricity purchased as a bundle from the Worumbo Hydropower Plant in Maine for the calendar years 2008, 2009 and 2010. Certification - Green E. RECs purchased for electricity for calendar years 2011, 2012 and 2013 from Constellation New Energy includes both electricity and RECs as a bundle. Certification - Green-E.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	143	104
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	329	276
Full-time equivalent of employees	105	98
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, 2004	June 30, 2005

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

Craig TenBroeck began work for the college as the Sustainability Director in September 2005. In spring 2006 we began using the Clean Air Cool Planet Carbon Calculator, so 2005 was the most recent year for which we could collect accurate data to enter into the calculator.
 - Craig

Gross floor area of building space, performance year:

152,347 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	20,000 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	30,910 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	253 <i>Metric Tons of CO2 Equivalent</i>
Commuting	427 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	31 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	0 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	0 <i>Metric Tons of CO2 Equivalent</i>

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/search/?abs=&q=College%20of%20the%20Atlantic>

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

The college continues to conduct energy audits of buildings by involving students taking an energy course. We also hired a professional energy auditor to do an audit before and after the renovation of the college's main administrative building known as the Turrets, which was built in 1895. The building was renovated during 2013 receiving 99 new thermal pane windows as well as a new roof and air tightening as a result of new chinking of granite blocks and caulking of new windows. This resulted in a 50% reduction in air infiltration as determined by 'before' and 'after' blower door testing. The college continues to contract all of its electricity from mid-west wind power sources including paying for the associated RECs in real time. We are switching out cfl bulbs and fluorescent tube lighting for newer, more energy efficient LED lights using both bulb and modular tube LED types (e.g. Take-A-Break kitchen). A switch to modular LEDs has begun in the college's dining hall kitchen and the work is expected to be completed by May 31, 2014.

Through practical, hands on energy courses students are working on working on energy reduction issues on Campus. In 2012, 'Advanced Energy Principles' course focused on energy reduction initiatives for the Arts and Sciences building on campus. Student groups performed assessments and implemented energy initiatives in lighting, plug loads, domestic hot-water, server room air conditioning and heat and insulation for the attached botany greenhouse.

In the Physics and Math of Sustainable Energy course, offered each year, student group projects have worked on a wide number of emissions reduction initiatives including: reducing water pumping for irrigation at one of the college's farms, assessing heating needs and alternative heating solutions for campus, investigating heat pump technology to take heat out of the campus kitchen and use it to heat domestic hot-water.

In 2012 COA completed and Energy Demonstration Project at one of its' organic farms. The work included an energy audit of the farm house followed by extensive insulation added to the farm house as well as a heat pump to replace the gas heater. Other initiatives related to this project include replacing a gas greenhouse heater with a wood pellet furnace, insulating the walk-in refrigeration system, replacing the refrigerating unit and installing solar panels at the farm. All of this was done through student and community participation.

Outdoor Air Quality

Responsible Party

Anna Demeo

Director of Energy Education and Management
Energy Education

Criteria

Part 1

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

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

Yes

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

We have no idling on campus. Signs are posted through the summer so that visitors and guests will comply.

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

Yes

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

Based on EPA emissions rules, we have no stationary sources of significant air emissions on campus. We have a comprehensive list of all of our boilers, furnaces and generators, the largest of which is HB a Smith 19 Series- 9, 1992, 863,000 BTU/hr oil boiler. The majority of boilers are of residential scale.

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

	Weight of Emissions
Nitrogen oxides (NOx)	0 Tons
Sulfur oxides (SOx)	0 Tons
Carbon monoxide (CO)	0 Tons
Particulate matter (PM)	0 Tons
Ozone (O3)	0 Tons
Lead (Pb)	0 Tons
Hazardous air pollutants (HAPs)	0 Tons
Ozone-depleting compounds (ODCs)	0 Tons
Other standard categories of air emissions identified in permits and/or regulations	0 Tons

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

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

Buildings

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

From the institution:

Our newest construction, the Kathryn W. Davis Residence Village, is LEED-equivalent according to our architects, though it is not LEED certified.

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

Building Operations and Maintenance

Responsible Party

Anna Demeo

Director of Energy Education and Management
Energy Education

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

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

152,347 *Square Feet*

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

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

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

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

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

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

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

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

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

The date the guidelines or policies were formally adopted:

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

All buildings on campus are operated and maintained with green seal certified cleaning products, recycled and post consumer paper products and non-toxic wax and painting products.

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

One person does all of the ordering for cleaning and maintenance supplies. Being a very small school with a commitment to maintaining a non hazardous, non toxic environment, compliance with sustainable building operations and maintenance is very straightforward.

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

<http://coa.edu/assets/aboutcoa/campus%20environmental%20initiative.pdf>
Campus Sustainability Data Collector | AASHE

Building Design and Construction

Responsible Party

Anna Demeo

Director of Energy Education and Management
Energy Education

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:

Completed in 2008, the Kathryn W. Davis Residence Village is the newest construction on campus.

"---" 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):

28,500 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)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>0 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for 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:

28,500 *Square Feet*

A copy of the guidelines or policies :

[kwddeeringbooklet.pdf](#)

The date the guidelines or policies were adopted:

Aug. 21, 2008

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

The college works with architects and energy systems advisers who are familiar with LEEDs and other buildings rating systems and they design to those standards even though we choose not to seek a rating preferring instead to put the money we would spend on getting a rating into the building construction itself. We have two excellent examples on our campus of highly energy efficient buildings. The

Kathryn W. Davis Student Residences, our newest building, completed in September 2008 use the latest energy efficient design concepts throughout including in-floor radiant heating on the first floor, triple pane windows, 12 inch thick insulated walls and composting toilets on the second and third floors and they are heated by a central wood pellet boiler that also provides domestic hot water. The booklet describing those buildings is in the URL below. The new Deering Common Campus Center was a renovation of an old ocean front cottage that previously had no heating system. Both the new student housing and Deering Center are heating by a central wood pellet boiler which also provides domestic hot water. Deering Center has features such as low-flow plumbing fixtures and waterless urinals. Because this construction was completed just over 6 years ago, we have not included the square footage here, as it is no longer considered eligible for this credit.

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

Building design and construction is done using an integrated design team approach bringing together the architect, construction companies and energy efficiency experts around the same table at the same time to ensure that projects come together in the most efficient and effective way possible. We have a Campus Planning and Building Committee that oversees all construction on campus. This committee includes people with building and architecture as well as energy efficiency backgrounds. Several interested students serve on the committee at any one time. The committee ensures that new construction and renovation of older buildings is done to the highest energy efficiency level possible, using local materials when available, and that re-purposing materials from demolition is done when practical. They are the 'institutional memory' for energy efficient construction. The committee also keeps detailed notes of all of their meetings on these subjects which are shared with the broader community at weekly All College Meetings.

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.coa.edu/Assets/homepage/AboutCOA/kwddeeringbooklet.pdf>

Indoor Air Quality

Responsible Party

Craig Ten Broeck

Director of Sustainability
Office of the President

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.

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

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

Eliza Ruel
Admission Counselor
Admission Office

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

We have chosen not to separate the purchases of on-site franchises, convenience stores, vending services, and concessions from those of the college's other dining operations because all dining services are operated by College of the Atlantic. The college does not have franchises, convenience stores, vending services, or concessions on campus.

"---" 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:

30

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

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

This is a small sampling of COA's sustainable food and beverage purchasing for our dining hall:

Pork: Milkhouse Farm, South China, ME -

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

Heiwa Tofu: Belfast, ME -

<https://sites.google.com/site/heiwatofu/>

Beef: Pineland Farm, New Gloucester, ME -

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

Turkey: The Turkey Farm, New Sharon, ME -

<http://theturkeyfarm.com/>

Produce: Beech Hill Farm (part of COA) -

<https://www.coa.edu/beece-hill-farm-microsite.htm>

Eggs: Peggy Rockefeller Farm (part of COA) -

<http://www.coa.edu/peggy-rockefeller-farms-microsite>

Apple Cider: various Maine orchards

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)?:

Yes

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:

30

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:

(Same as the sample included in dining services. College of the Atlantic does not have franchises on campus.)

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

Mission and Vision:

COA Dining Services is committed to providing high quality, healthy, delicious and predominately hand-prepared meals incorporating the use of local and organic food products whenever possible. We offer affordable meals at Blair Dining Hall and Sea Urchin Café during the week and provide catering for college events, meetings, and celebrations. Dining Services are a vital part of the COA community and we want to promote healthy selections to support a healthy lifestyle. By considering the environmental, social, economic and political impacts of food, we are able to prepare meals that promote the values of the college while remaining committed to providing excellent and responsive service. We strive to be a center for food education and experiential learning for the COA community and beyond.

COA is among the inaugural signers of the Real Food Campus Commitment, though COA has exceeded the 20% level of organic, fair trade, and local food that other colleges are pledging to attain by 2020. Currently, 30% of COA food is "real" according to the standards of the commitment.

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

Work study students track all receipts that are food purchases, and enter each product into a spreadsheet. This spreadsheet denotes which products are local, organic, fair trade, and humane ("real" as determined by the real food challenge, nationally) foods. The COA Foodprint class also participates in auditing our institutional food purchasing and analyzing this data.

Total annual food and beverage expenditures:

290,000 US/Canadian \$

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

expenditure figures?:

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

Has the institution achieved the following?:

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

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

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

<http://www.coa.edu/assets/student-services/kitchenfaq.pdf>

Low Impact Dining

Responsible Party

Eliza Ruel
Admission Counselor
Admission Office

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

18

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

Work study students track all receipts that are food purchases, and enter each product into a spreadsheet. This spreadsheet denotes which products are local, organic, fair trade, and humane ("real" as determined by the Real Food Challenge) foods.

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”):

The college offers breakfast, lunch, and dinner five days each week. There are both vegetarian and vegan options (including main courses, sides, and desserts) at every meal in both our dining hall and our cafe. All vegan and vegetarian options are clearly marked as such on the menu boards in the dining hall.

Some recent vegan menu items include:

Burritos, sweet potato, kale, rice, beans, zucchini & summer squash

Tempeh, Israeli couscous, green beans

Thai lemongrass veggie stew, rice

Stuffed portabella, red quinoa, broccoli rabe

Ethiopian white bean peanut stew, cauliflower

Shawama: Chickpea (in a pita), dolmas (grape leaves)

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

In 1998 COA passed a policy that the college should only purchase humane, locally-raised meats produced in free-range animal facilities that refrain from the use of hormones, antibiotics, and animal protein feed. Due to limitations in availability, we still purchase more conventional animal products than fully local/sustainable, but each year as availability increases we are purchasing more local and sustainable animal products.

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

<http://www.coa.edu/assets/student-services/kitchenfaq.pdf>

Annual dining services expenditures on food:

280,000 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

51,500 US/Canadian \$

Annual dining services expenditures on sustainably produced animal products:

33,500 *US/Canadian \$*

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

From the institution:

Much of the COA campus incorporates summer "cottages" built on the coast of Maine in the late 1800s. We work to retain their historic presence and attain our desire for sustainability. It is a balancing act.

Recently, we designed and built state of the art student residences with wood pellet heating and compostable toilets. Since then, we've concentrated on raising the efficiency of existing buildings.

It's interesting to note that in the 1970s COA had one of the first sustainable design programs in the nation, with sustainable buildings designed and built by students over the course of several years.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Anna Demeo

Director of Energy Education and Management
Energy Education

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

Submission Note:

For the question above about Grid Purchased Electricity Source-to-Site ratio we used

<http://www.nrel.gov/docs/fy07osti/38617.pdf>

Source Energy and Emission

Factors for Energy Use in Buildings M. Deru and P. Torcellini

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

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

	Performance Year	Baseline Year
Total building energy consumption	11,857 <i>MMBtu</i>	11,479 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	2,846 <i>MMBtu</i>	3,177 <i>MMBtu</i>

District steam/hot water	0 MMBtu	0 MMBtu
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Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	152,347 Gross Square Feet	112,237 Gross Square Feet

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	20,000 Square Feet
Healthcare space	0 Square Feet
Other energy intensive space	

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

	Degree Days
Heating degree days	6,253
Cooling degree days	633

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.44
District steam/hot water	1.20

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014

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

The college's sustainability director began work in September 2005 and began using the Clean Air--Cool Planet Carbon Calculator in 2006. 2005 seemed like a reasonable base year to choose because of the availability of data.

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

In general, thermostats are set by our Buildings and Grounds staff. Where feasible thermostats are turned down to approximately 62 degrees at night and raised to 68 degrees during the day.

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

LED lighting is used in the Kathryn W. Davis Student Residences (opened in Sept. 2008). These residences house 51 students. See:

<http://www.coa.edu/Assets/homepage/AboutCOA/kwddeeringbooklet.pdf>

Page 7.

In Take-A-Break (TAB), our cafeteria, approximately 20 LED bulb lights of five different types were installed adjacent to booths that are used at night for studying and a survey was done to assess community preferences for five different types of LEDs. The ambient light type was preferred. In the kitchen of TAB, because of manager and staff dislike for the overhead fluorescent tube lighting, we replaced all of the outdated fluorescent tube lighting with new modular LED lights. The Campus Committee for Sustainability, a student-lead group, wanted to spread more LED bulbs around campus, so the Director of Sustainability purchased 8 dozen LED 60 watt equivalent bulbs, which were installed in various buildings around campus including the main administrative building known as Turrets.

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

Motion sensors are used to control lights in hallways of the Kathryn W. Davis Student Residences (19,800 square feet), which were first occupied in Sept. 2008. In an energy audit by Johnson Controls Inc. in 2008 they found that members of the College of the Atlantic community were diligent about turning off lights when leaving rooms and that motion sensors would not pay for themselves in a reasonable payback period. So, we did not install motion sensors anywhere else.

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

The Kathryn W. Davis Student Residences were sited to take advantage of natural sunlight and views of the Atlantic Ocean. From the booklet about them: "All six new student residences have ocean views and are oriented for optimum solar harvesting." See:

<http://www.coa.edu/Assets/homepage/AboutCOA/kwddeeringbooklet.pdf>

Page 4.

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

None.

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

None.

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

Built in 1895, the granite stone, 13,000 square foot 'cottage' known as the Turrets was renovated in 2013 by replacing 99 old, leaky single pane windows with new thermopane (double glazed) windows. Air sealing dramatically tightened the building. Before and after renovation blower door tests found a 49% reduction in air infiltration. This improvement saved 1400 gallons of heating oil during the 2013-2014 winter. Another old ocean front cottage known as Sea Urchins was also renovated in 2008 and hooked into the central wood pellet boiler system that provides both heat and hot water to the Kathryn W. Davis Student Residences.

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

Energy monitoring equipment was installed in the Arts and Sciences building as part of the Practicum in Energy class. Students used the data to evaluate energy use in the building and research ways to reduce overall energy use.

The Kathryn W. Davis Student Residences have Btu meters to monitor energy use and water meters to monitor water use. The Johnson Controls Inc. energy audit in 2008 considered installing a central energy monitoring system for the college but the payback period was too long at that time.

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

The college has a policy that all new appliances will be Energy Star Rated.

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

The College of the Atlantic campus has extensive lawn and tree cover and there is no 'heat island' effect. We do not have paved areas in the interior of campus around our buildings.

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

We do not have vending machines on campus.

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

Energy efficiency and conservation work is built into the curriculum. Students work on projects on campus and in the community through courses, independent studies, group studies, senior projects, residencies and work study. This work includes, but is not limited to, investigating the energy use of COA facilities, determining solutions, securing funding and then implementing those solutions. Professional energy audits on campus and at the farms are done by a professional auditor with student participation in the form of a workshop. Recently, audits have been done for the main administrative building (Turrets), a small house at Beech Hill Farm, and an on-campus student residence known as Peach House.

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

<http://www.coa.edu/sustainablecampus.htm>

Responsible Party

Anna Demeo

Director of Energy Education and Management
Energy Education

Criteria

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

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

Submission Note:

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	279.60 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	1,033 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	2,844 <i>MMBtu</i>

Total energy consumption, performance year:

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

Currently, COA has a residential 2.4kW wind turbine installed by students in the practicum in wind power course and six solar arrays totaling 13kW of rated peak capacity, which were installed by students as part of energy course work. Additionally the college has 50KW of installed solar capacity on the college's Kathryn W. Davis Student Housing and at the College's nearby Peggy Rockefeller Farms installed by ReVision Energy of Liberty, Maine under a Power Purchase agreement with that company.

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

In 2008, the college installed a 535,000 Btu central wood pellet boiler that provides heat and domestic hot water to 28,500 square feet of new building space-student residences and a 8,900 square foot campus center. The wood pellets are manufactured in Maine. The system consumes about 60 tons of wood pellets annually.

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

None.

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

All of the college's off campus generated electricity (93%) is covered by RECs purchased as the electricity is used in real time. The RECs are provided by Constellation New Energy and are called New Wind RECs generated by wind farms in the Midwest. They are Green-E certified. The amount of electricity provided by wind power and covered by RECs for FY14 was 834,111 kWh.

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

<http://www.coa.edu/renewableenergy.htm>

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.

From the institution:

In keeping with COA's culture of sustainability, COA's oceanfront campus has always been maintained organically. Recently, landscaping has focused on easier organic maintenance, and there has been a move toward focusing on native species and plantings to increase pollinators.

In addition, COA has historic gardens that students, staff, and faculty continue to restore.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	<i>349 Acres</i>
Footprint of the institution's buildings	<i>3 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>0 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>346 Acres</i>

A copy of the IPM plan:

The IPM plan :

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

College of the Atlantic's landscape management approach is based on the overarching campus goals of promoting sustainability, biodiversity, and educational opportunity. COA does not use any inorganic fertilizers or chemical pesticides, herbicides, or fungicides on our campus or on any of our properties. Ecological parameters in our landscape plan include: reducing use of fossil fuels; maintaining a vegetative buffer along the shore and waterways; promoting a diverse campus landscape with both maintained cultural and self-maintained "wild" landscapes; recognizing habitat values of the campus; and more. This approach translates into specific practices such as: composting leaves and food waste on site to use as fertilizer in garden beds; chipping small branches on site to use as mulch; allowing larger woody material to decompose on site; using bioswales to allow infiltration of storm water runoff; reusing landscaping material and sourcing material as locally as possible when repurposed materials are not available; using gravel for parking and walkways instead of pavement to reduce runoff and increase infiltration. All campus landscaping is maintained using organic methods. In addition, our farm properties are certified organic by the Maine Organic Farmers and Gardeners Association in accordance with USDA's national [Campus Sustainability Data Collector](#) | [AASHE](#)

organic standards.

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

The south end of campus has mature woods, characterized by native evergreen species, which provides wildlife habitat and a sense of wilderness on campus. Succession, invasive species, and existing wetlands are managed to preserve the integrity of this area. The campus' shoreline and roadside are characterized by a diversity of species (native as well as invasive), and these areas are managed to foster the growth of native species. Appropriate non-native introductions may be used in certain parts of the campus in conjunction with campus improvements—provided they meet hardiness and compatibility requirements. In selection of plants for permanent gardens and plantings, native species or species that are low maintenance, disease and deer resistant, and non-invasive are used. Systematic manual removal of invasive species is ongoing throughout campus, in accordance with the campus landscape plan.

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

All landscape debris including grass and leaves is composted on the campus in designated piles. Only very difficult to compost materials, such as large stumps, are burned on campus to eliminate trucking off. Landscape material is produced and reused on site as much as possible (for instance, wood chips from branches, and reusing gravel and stones). When plants are thinned or divided, they are donated to faculty, staff, and students for their home gardens.

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

The college produces its own compost on site to help maintain soil fertility in our gardens. Grass clippings are left on the lawns to help build soil fertility. Other native materials (such as pine needles, wood chips, leaves) are used for mulch as appropriate.

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

Landscaping materials are sourced as locally as possible, with a strong preference for using or reusing materials that are already on-campus (wood chips, pine needles, gravel, compost, stones).

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

The ocean frontage of the main campus is protected under the State of Maine/Town of Bar Harbor municipal shoreland zoning ordinance. All vegetation 75 feet back from the normal high water mark along the shore frontage is managed according to a point system, which is designed to keep natural vegetation to hold the soil from eroding and to maintain the aesthetic character of the shoreland zone. We also maintain a buffer along both sides of the one small stream that flows across the property. We maintain small bioswale areas to absorb runoff. Our parking areas and campus paths are made of sand and gravel to allow natural infiltration of water. We have a wetland of about 1/4 acre in size that is left in a natural state to allow for water infiltration and habitat protection.

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

Many of the pathways and areas around buildings are shoveled by hand. Driveways are plowed, and we use a snowblower for some of the larger pedestrian paths. We do not dump snow into the ocean or the small stream crossing our campus and we do not have a 'snow dump'; rather snow is piled or pushed off the drives and allowed to melt close to where it fell. In extremely icy conditions we use the most environmentally friendly salt mixture that we know of, Dynamelt.

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

Certified organic areas include five acres at Beech Hill Farm and 50 acres at Peggy Rockefeller Farms. At Peggy Rockefeller Farms the 75 acres of forest land is under a very restrictive conservation easement held by the National Park Service, which does not allow timber management or even tree cutting. The 100-acre Cox Protectorate woodland is not managed, only used for nature study and passive recreation; however, 15 acres of the 100 acres is available for development should the college want to construct facilities there, so that leaves 85 acres as being under protection. Adding the above figures: 55 acres certified organic and 160 acres under restrictive easement = 215 acres certified or protected.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

<http://www.coa.edu/sustainablecampus.htm>

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

Electronics Purchasing

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

The numbers above are for the college's full inventory of laptop and desktop computers as of spring 2014.

"---" 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 :

We purchase EPEAT desktop and laptop computers whenever possible and practical. Our purchasing guidelines stem from the college's campus environmental initiative, which was passed in 1996 and affirms COA's commitment to environmentally and socially responsible purchasing across all areas of the college.

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

The Director of IT is responsible for all computer purchases for the college, and she prioritizes EPEAT registered electronics. At this time, only our Apple computers are not EPEAT registered.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	19,000 US/Canadian \$
EPEAT Gold	215,500 US/Canadian \$

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

304,000 US/Canadian \$

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

<http://coa.edu/publicationsandpolicies.htm>

Cleaning Products Purchasing

Responsible Party

Heather Albert-Knopp

Dean of Admission
Office of Admission

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

Submission Note:

Expenditures on cleaning products are for fiscal year 2013.

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

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

Yes

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

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

The college purchases only Green Seal cleaning products. In 1996 COA passed the Campus Environmental Initiative, which affirmed the institutional commitment to environmentally and socially responsible purchasing across all aspects of the college.

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

Our director of buildings and grounds and our head custodian adamantly affirm that they will only purchase and use Green Seal products, and that their inventory of cleaning products contains no non-Green Seal items.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

14,555 US/Canadian \$

Total expenditures on cleaning and janitorial products:

14,555 US/Canadian \$

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

No

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

College of the Atlantic uses only Green Seal cleaning products, and follows the policies outlined in our Campus Environmental Initiative, passed in 1996, which prioritize environmental responsibility in all of the college's policies, programs, and practices. COA's year-round janitorial staff are all employed by the college (not outside contractors), and are fully versed in the college's policies around green and ecological cleaning. The college does contract with a cleaning company for a one-week year-end clean (see detail on contract language below).

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

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

COA's buildings are cleaned exclusively by college buildings and grounds staff throughout the year, except for one week between the school year and the summer season when we contract with an outside cleaning crew to prepare two of our residences for summer use. Section 12 of this contract states: "[the contractor] will use its line of Green Cleaning Chemicals certified by Green Seal, when cleaning the area to be serviced. If [the contractor] feels that a non-green cleaning product is needed to solve a cleaning problem, they will contact the CLIENT's designee (Director of Summer Programs or her designee) to see if a product that the CLIENT has found effective could be used before going to an uncertified product. Use of any uncertified product will be pre-approved by the CLIENT's designee."

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

Office Paper Purchasing

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

A small quantity of paper purchased by the college is not 100% post-consumer, as detailed in the numbers above. These are specialty papers used by our graphic designers when they are unable to find post-consumer paper that meets their project specifications.

The paper expenditures detailed above are from fiscal year 2013.

"---" 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:

[COA wood and paper procurement policy 2001.pdf](#)

The paper purchasing policy, directive or guidelines:

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

followed :

All printer and photocopier paper is purchased by our purchasing manager, who ensures compliance with our post-consumer policy. All stationery is purchased by our Director of Creative Services and is 100% post-consumer, FSC certified. The Director of Creative Services also ensures that all publications printed by the college (brochures, mailings, etc.) meet our standards for post-consumer content.

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	90 <i>US/Canadian \$</i>
30-49 percent	505 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	9,357 <i>US/Canadian \$</i>

Total expenditures on office paper :

10,931 *US/Canadian \$*

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

<http://coa.edu/publicationsandpolicies.htm>

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

Responsible Party

Eliza Ruel
Admission Counselor
Admission Office

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

None

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

[College of the Atlantic Community Policies.pdf](#)

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

COA's buildings are cleaned exclusively by college buildings and grounds staff throughout the year, except for one week between the school year and the summer season when we contract with an outside cleaning crew to prepare two of our residences for summer use. Section 12 of this contract states: "[the contractor] will use its line of Green Cleaning Chemicals certified by Green Seal, when cleaning the area to be serviced. If [the contractor] feels that a non-green cleaning product is needed to solve a cleaning problem, they will contact the CLIENT's designee (Director of Summer Programs or her designee) to see if a product that the CLIENT has found effective could be used before going to an uncertified product. Use of any uncertified product will be pre-approved by the CLIENT's designee."

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

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

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.

From the institution:

COA is located on a bridged island which is also home to Acadia National Park. It is a rural area with a vibrant tourist season. Public transportation consists of the Island Explorer bus system which runs for 4 months each year during the tourist season. This is a free, propane powered bus system with several bus routes across the island. The buses are equipped with bike racks for riders to bring their bikes with stops at the college and in downtown Bar Harbor where many students, staff and faculty live.

Most students not living on campus rent in town within walking distance to campus. Many students bike or walk to school. To reduce our carbon output and to ensure safety, COA also provides a shuttle between campus and downtown.

A Ford Focus Electric Vehicle provided by the college is dedicated to student travel for independent studies, internships, or senior projects. The college also owns an all-electric van used to transport students, both classes and works study to and from the college's two farms located in neighboring towns.

The electric vehicles are charged at solar charging stations located on campus and at each of the college's two farms.

Students are very conscious about carpooling when they do drive, whether on the island or to and from home during term breaks. Frequent email communication through the community email facilitates this carpooling, and there is an electronic ride share list as well.

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

Responsible Party

Anna Demeo

Director of Energy Education and Management
Energy Education

Criteria

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

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

Submission Note:

We also have a small all-electric kit car that students assembled as a part of an energy class that is used mainly for educational purposes, but could be used to haul supplies and equipment on campus grounds. This was done in partnership with the Seal Cove Auto Museum. This partnership continues to explore ways to incorporate alternative fuel vehicles into the campus and community through education and outreach.

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

Total number of vehicles in the institution's fleet :

9

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	2
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	1
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

The college purchased a 1992 all-electric passenger van that is used to transport students to and from the colleges' two working farms where the students work as volunteers or through work study. It was purchased under a grant for Beech Hill Farm and is therefore dedicated for farm transportation. It is also used to haul produce to the campus from Beech Hill Farm. The van is maintained by work study students. The college in April 2014 received an all-electric Ford Focus sedan as a result of our close working relationship with Darling's Ford of Bangor, Maine. The is vehicle is recharged at the college's on-campus Level 2 charging station, which is directly attached to a solar PV system as well as the grid. Peggy Rockefeller Farms has a 1996 Ford F250 super cab 4X4 diesel pickup truck that is run on a mixture of diesel and biodiesel fuel. There is an electric car charger at each of the college's two farms and on campus. All three are tied to a solar pv array.

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

<http://www.coa.edu/publicationsandpolicies.htm>

Student Commute Modal Split

Responsible Party

Anna Demeo

Director of Energy Education and Management
Energy Education

Criteria

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

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

Submission Note:

<http://www.coa.edu/gisexplorernightbus.htm>

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

Total percentage of students that use more sustainable commuting options:

80

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)	10
Walk, bicycle, or use other non-motorized means	70
Vanpool or carpool	10
Take a campus shuttle or public transportation	10
Use a motorcycle, scooter or moped	0

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

Campus Sustainability Data Collector | AASHE

We undertook two surveys of commuting of COA community members: one in 2006 and another in 2011. The estimates above regarding commuting are based on both surveys, data regarding parking availability, shuttle ridership and analysis of an informal committee comprised of faculty, staff and students. We believe this is a good representation of modes of commuting. A little less than half of our 360 students live on campus (about 150), so they primarily walk, although some have cars. The other half live mostly within walking distance of the campus, since Bar Harbor has a small business district with apartments students rent. We have a van to shuttle students to and from downtown Bar Harbor.

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

<http://www.coa.edu/publicationsandpolicies.htm>

Employee Commute Modal Split

Responsible Party

Anna Demeo

Director of Energy Education and Management
Energy Education

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:

5

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)	97
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	1
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

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

We undertook two surveys of commuting of COA community members: one in 2006 and another in 2011. The estimates above regarding commuting are based on both surveys and are a good representation of modes of commuting. The surveys were done to provide information on student, staff and faculty member commuting for the Clean Air--Cool Planet carbon calculator. Because housing is expensive in Bar Harbor and on Mount Desert Island, many college employees find it an economic necessity to live off the Island or too far from the campus to walk or ride a bike to the college.

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

<http://www.coa.edu/publicationsandpolicies.htm>

Support for Sustainable Transportation

Responsible Party

Anna Demeo

Director of Energy Education and Management
Energy Education

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

- Other strategies

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

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

Yes

A brief description of the facilities for bicycle commuters:

We have two covered bike storage buildings nearby student residences and bike racks around campus. We also have a bike repair shed where students salvage parts from bikes to create loaner bikes for anyone on campus who wants one. They also do repairs for students personal bikes. Students who commute from off campus usually only have a ride of 2 miles or less from in-town apartments, so the need for a shower after commuting to campus is not that important but there are shower facilities available. On campus there is a good network of blacktop roads and sand and gravel paths that are suitable and safe for bicycle use.

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:

Not every non-residential building has a bike rack within 50 feet, but as it is not necessary to lock your bicycle, students can park their bikes outside of any building. Long term storage is available at two covered storage facilities, which are within 330 feet of all residence halls. Because our campus is so small, students typically bike to campus and then leave their bicycles at a central location while they walk from building to building.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

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

Since the college first opened in 1969 bikes have been a prominent part of the COA campus. Every student either has a bike or can have access to a community bike to use. We purposely have kept vehicle parking close to Route 3, at the edge of our campus, to keep cars on the campus periphery, to make it a pedestrian and bike-friendly campus. Bikes are everywhere on the COA campus and part of the college culture.

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:

COA's bike program provides a bike for any faculty, staff or student at no cost. Bikes can be borrowed from the community bike repair shed. Currently, all of COA's bikes are restored and repaired older bicycles. The bikes are maintained by a team of COA students working with the Student Life Outdoor Program. All COA community members have access to the bike shed where they can get tools or help with repairs. The Student Life Outdoor Program also offers bike maintenance workshops for community members. 15 bikes are available for loan at any one time. Any student who wants a bike can assemble one themselves from older bikes or getting help doing so from the volunteer bike program students.

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:

Because of our small size much of the bicycle friendly certification doesn't seem applicable

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):

COA students, in collaboration with the campus' buildings and grounds office, operates a public transportation option, known as the "night bus" and the "day bus". COA's night bus runs from 7:30 PM to 11:30 PM, stopping at campus every half hour, and circulating through various planned locations in Bar Harbor. The day bus does three runs per day. The buses cuts down on individual car traffic and provides an alternate to walking and riding bikes at night.

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

No

A brief description of the GRT program:

Not really applicable to our community

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:

There are no parking fees on campus. All carpooling is arranged on the community email board.

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

No

A brief description of the car sharing program:

Not applicable or viable for a small school with only 450 people.

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

Yes

A brief description of the electric vehicle recharging stations:

The college has installed 3 Level 2 electric vehicle charging stations, one on campus, one at Peggy Rockefeller Farms and one at Beech Hill Farm. The one on campus is available for public use as well as used to charge the college's two all-electric vehicles. That facility is powered by overhead grid-tied solar panels. See:

<http://news.coa.edu/2013/01/30/fuel-up-for-free/>

for complete description of the charging station program.

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

Yes

A brief description of the telecommuting program:

The option for telecommuting is at the discretion of an employee's supervisor and is currently being used by some employees who work from home for some or much of their workweek.

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:

The option for a condensed work week is at the discretion of an employee's supervisor and is currently being used by some employees. Employees have worked 4 ten-hour days instead of 5 8-hour days.

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:

Due to the high price of housing in Bar Harbor and generally on Mount Desert Island many employees find it unaffordable to live on the Island and therefore choose housing options off-Island. The college is aware of the housing situation and continues to consider ways to develop affordable employee housing on land it owns on the Island to enable employees to afford housing closer to the 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?:

Yes

A brief description of other sustainable transportation initiatives and programs:

As mentioned under OP-18, the college has two all-electric vehicles dedicated to student use: one for transportation to and from the college's two working farms and one for students conducting work related to their academic program.

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

<http://www.coa.edu/publicationsandpolicies.htm>

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

Eliza Ruel
 Admission Counselor
 Admission Office

Criteria

Part 1

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

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	17 Tons	17 Tons
Materials composted	7.60 Tons	7.60 Tons
Materials reused, donated or re-sold	0.25 Tons	0.25 Tons
Materials disposed in a solid waste landfill or incinerator	30 Tons	30 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	139	139
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	367	367
Full-time equivalent of employees	105	105
Full-time equivalent of distance education students	0	0

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

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

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

A new baseline was adopted in 2014 because the college transitioned to a new waste auditing system. For this year's survey we used the data for both the performance and baseline years.

A waste audit was conducted during a week-long period during fall term 2014. All discarded resources, including materials recycled, were weighed and sorted. The particular audit week was selected because it occurred near midterm which can better serve as a representative sample rather than at the beginning or end of terms, or during breaks. We feel comfortable using this sample because waste produced during winter break is significantly less while waste produced during the summer is increased due to special programming. Fall term 2014 data for number of residential students and full-time equivalent enrollment were used because our week-long audit occurred during that term. Undergraduates, graduates, and visitors were included as all were enrolled during this reporting period.

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

A week-long waste audit (the Discarded Resource Audit and Awareness Project) was conducted in October 2014. For one week students collected, measured, and sorted discarded resources on campus. The materials were then displayed in a large tent on campus so community members could learn more about the waste the college produces and how to better reduce and reuse resources.

Currently (2014-2015 school year), the college is also collecting data on individuals' printing usage which will be used as a baseline for

future printing reduction strategies.

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

The office supply company that we purchase from also helps us to find "scratch and dent" items when they are available to purchase. When appropriate, the IT department purchases multiples of the same printer so they can be shared for parts to serve future repair needs.

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

Office furniture and supplies, when not in a certain office, are advertised via campus-wide email to faculty and staff. Computers no longer used by the college are given away to community members. The majority of office furniture and supplies are exchanged in this manner, though students, staff, and faculty also use the "Bar Harbor Barter and Swap" Facebook group to exchange and reuse furniture and other items.

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

Students and faculty use a portal through which students can access many reading materials which can be read electronically, reducing the number of copies printed. We only print a limited number of course catalogs as the course descriptions and schedules are listed primarily online. Course schedules are available online. Newsletters and other publications are disseminated electronically, and the college's magazine is available online and in print. Faculty and staff directories are updated online each term.

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

Students are charged for use of the color printer and large print jobs. All community members are charged for photocopies, but photocopiers are equipped to scan items to email for free. Faculty and staff are provided with very limited budgets for paper, ink, and copying, and as a result most materials are distributed electronically. Public printers default to double-sided printing.

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

While no special program is in place for move-in waste, recycling receptacles are available on campus for students to use and are located in/near the dorms. We provide additional recycling and composting containers near student residences in the last week of the school year and do extra pick-ups in order to manage the increase in volume. The college also has a "free box" where students can donate (and find) unwanted items. At the end of the school year the free box contents are donated to local thrift shops. We also have a crew of students that goes through the dorms in advance of the cleaning crews to collect reusable items for their own use or for donation.

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

Manufactures of newer white goods and laboratory equipment have take-back programs for our equipment.

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

During fall term 2014 the dining hall conducted a week-long audit of pre- and post-consumer food waste using LeanPath Food Waste Prevention software.

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:

Meals are thoughtfully planned to make best use of ingredients on hand and to synchronize current and future preparation needs. Everything is labeled and dated. Any prepared items, such as chopped veggies, that are not used in their intended meal are incorporated into the salad/sandwich bar or another meal item. Any non-edible waste like stems and ends are composted. Many vegetable scraps get made into soup stock. Any food that does go bad gets composted. Leftovers are always served at the next meal at a reduced price. Large quantities of leftovers which cannot be consumed during mealtime is given away to the community free of charge.

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

The COA dining hall doesn't have trays. This helps to discourage diners from taking excess food. Some menu items have side and entree portion options and diners may request to be served a smaller portion. After eating, diners take their dishes to a window where food and napkins are emptied into compost bins before dishes are passed into the kitchen to be washed. Diners may bring their own containers or request a recycled container from the dining hall to take leftover food with them.

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):

Compostable to-go containers are used at the college cafe (serving lunch five days/week). Our compostable containers include utensils, corn starch cups, paper straws, and paperboard soup containers. We have found that some pieces of the compostable service ware are difficult to compost in our on-site compost piles, so we have arranged for these to be transported to a Maine DEP-licensed composting facility. Recycled food containers are available upon request for special cases.

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):

Nearly all meals at COA are "dine in." In our main dining hall (serving breakfast, lunch, and dinner five days/week) we primarily use reusable service ware. Compostable service ware is usually only used for dinner desserts. The cafe (serving lunch five days/week) also primarily uses reusable service ware for dine in meals. Students are allowed to take the ceramic dishes, bowls, and mugs, and metal silverware from the cafeteria to eat outside. This program eliminates the need for most non re-useable service ware in the main dining hall. Students can request to-go containers from the cafe. Compostable service ware is used for occasional outdoor events and special receptions. Items that do not compost easily on-site are transported to a licensed composting facility.

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:

If you bring your own coffee mug, the cost of coffee is half price.

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

All napkins are made with 100% recycled material and are composted after use.

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

<http://www.coa.edu/waste-management.htm>

Waste Diversion

Responsible Party

Eliza Ruel
Admission Counselor
Admission Office

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

The kitchen managers report that we don't generate waste cooking oil because we don't have a fryolator.

Data by Lisa Bjerke 2015

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

Materials diverted from the solid waste landfill or incinerator:

24.85 Tons

Materials disposed in a solid waste landfill or incinerator :

30 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:

Compostable wastes including leaves, agricultural crop residue, food, napkins, bathroom paper towels in frequently used restrooms, and disposable tableware used for special events are composted. Composting bins are available in the kitchen, café, and dorms to divert food waste. Leftover food that can't be sold at a reduced price the following day is given to students for free. Trays have been eliminated to encourage diners to only take what they can eat. The college collects paper, glass, metal, and plastics for recycling. Recycling receptacles are located on every floor of every building. Clothes and other unwanted items in good condition are collected in a "free box" for members of the community to use. Any items left over at the end of the school year are donated locally.

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

We donate food to the Bar Harbor Food Pantry.

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

During food preparation the kitchen staff collects scraps from the meal prep process. These are placed in bins behind the cafeteria and picked up by work study students to be taken to the nearby composting bins in the community garden area.

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

Post-consumer food waste including both food and napkins is scraped from plates and bowls by diners into bins at the dish receiving area. These bins are collected regularly throughout the day and taken outside to the back of the kitchen area where they are picked up by work study students and deposited in the compost bins in the community gardens.

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

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

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

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

We also compost the paper towels used for hand drying in the most commonly used restrooms. The composting is done in bin compost systems in the community gardens.

There are composting toilets in the Kathryn W. Davis Residence Village and the college community center (which houses staff and faculty offices, our cafe, wellness offices, and common spaces). Waste diversion through these restrooms have not been included in waste diversion calculations.

Construction and Demolition Waste Diversion

Responsible Party

Eliza Ruel
Admission Counselor
Admission Office

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

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

325 Tons

Construction and demolition materials landfilled or incinerated :

10 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

In November 2013, COA completed a renovation project on The Turrets - one of our main administrative and academic buildings. The numbers above relate specifically to this project, and details of the diversion efforts include:

- recycled and reused 40,000 lbs. of slate roof shingles.
- reused about half of the 100 windows replaced during the project.
- recycled approximately 700 lbs of copper.
- recycled and stored approximately 100 tons of granite for future use on campus building projects.
- reclaimed and stored 150 yards of 6" minus gravel for future campus landscape projects.

Hazardous Waste Management

Responsible Party

Eliza Ruel
Admission Counselor
Admission Office

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

The college collects hazardous waste materials and hires Environmental Project Inc. in Portland, Maine to collect and properly dispose of these wastes.

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

Materials for disposal are collected and stored in secured locked locations that meet the requirements of the Maine Department of Environmental Protection. When a sufficient amount of materials have been collected Environmental Project Inc. is contacted for their removal.

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

None

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

Our chemistry professors are in charge of managing laboratory chemicals on campus. If someone orders something and does not use all of it, it then goes to the chemistry lab, where it is inventoried and properly stored. When laboratory chemicals are needed, faculty members check the inventory prior to ordering.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

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

We collect our electronic waste and take it to Goodwill where they then recycle it.

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

Students can drop off electronic waste at the Computer Services Office and we will recycle it with college e-waste. We collect our electronic waste and take it to Goodwill where they then recycle it.

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

<http://www.coa.edu/waste-management.htm>

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

Anna Demeo

Director of Energy Education and Management
Energy Education

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	7,565 Gallons	8,029 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	7,565 Gallons	8,029 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	145	135
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	359	328
Full-time equivalent of employees	105	103
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	152,347 <i>Square Feet</i>	152,347 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	28.45 <i>Acres</i>	28.45 <i>Acres</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

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

The town has water records back to 2007 however several years have shown malfunctions with water meters. 2012 is the first year of complete data.

The water data is based on a calendar year. Although the student enrollment data is based on an academic year, averaging across the two academic years gives a reasonable approximation.

Water recycled/reused on campus, performance year:

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

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

The Kathryn W. Davis (KWD) Student Residential Village is comprised of three separate duplex units each with three levels, with each duplex sharing a central common space. In each duplex, grey water from showers preheats incoming cold water to reduce the amount of hot water needed to take a comfortable shower thus saving on energy use. Also, to reduce water use associated with flushing toilets the 51 bed KWD Residential Village has composting toilets on all second and third floor levels of each duplex. The Deering Common Campus Center uses composting toilets as well as low-flow water fixtures and waterless urinals.

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

COA is billed by the town for water use based on water meters in every building.

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

All new and replacement fixtures are high efficiency/low flow. This is the policy of the buildings and grounds department on campus.

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

Whenever old plumbing units are removed they are replaced with new low-flow plumbing fixtures. It is understood that the college will use the most energy and water saving options currently available for all renovation and new construction.

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

Since its founding, COA has used mostly native species and some long-naturalized plants for its landscaping to minimize maintenance requirements. We never water the campus landscape except when watering in new plantings. We depend on natural precipitation. Plantings are mulched to conserve water.

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

We do not irrigate any of our main campus landscape. We do however irrigate vegetable crops when the need arises at Beech Hill Farm. This is done primarily with drip irrigation to reduce water use. The farm's water source consists of three high-volume, deep wells which offer an abundance of water. Drip irrigation reduces evaporation and therefore allows more water to be returned to the water table.

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

The college has implemented several water conservation and efficiency strategies such as installing composting toilets in the Katherine Davis Village, converting to drip irrigation at the farm and eliminating trays from our cafeteria to save on hot water use.

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

http://coa.edu/assets/aboutcoa/water_conservation_efficiency_and_management.pdf

Responsible Party

Anna Demeo

Director of Energy Education and Management
Energy Education

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

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

We avoid paving our parking areas instead preferring to keep them graveled to allow water infiltration. Our driveways are paved to facilitate snow removal. We concentrate parking on the fringe of the campus along Route 3, rather than throughout the campus and avoid new parking lot construction. We keep the interior of the campus pedestrian- and bike-friendly. We work with a landscape architect to design plantings, lawns and walkways to be made of natural materials and avoid impervious surfaces. We have retained a small wetland

area as a storm water runoff holding area. We maintain a wide undisturbed vegetative buffer along our ocean frontage as required by the State of Maine/Town of Bar Harbor Shoreland Zoning ordinance. This helps filter runoff from nearby lawns. We also maintain natural undisturbed forested areas on campus for storm water control, wildlife and aesthetic benefits. Over 30 acres of our 37 acre campus is grass, trees and landscape plantings.

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

Yes

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

As stated previously, we maintain a vegetated buffer, as required by state and municipal law, along our frontage on the Atlantic Ocean. We also keep a vegetated buffer on both sides of the stream that flows through our campus. Our campus has extensive lawns and landscape plantings that absorb water runoff. We don't have any storm drains that empty into water bodies.

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

We don't harvest rainwater as we have not had a need to. College of the Atlantic is in an area that gets sufficient precipitation distributed throughout the year.

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:

We have no specific rainwater detention basins other than one small natural wetland that is maintained for this benefit as well as for wildlife and aesthetic benefits. We do have some small bioswale areas on campus that also retain runoff water.

A brief description of any living or vegetated roofs on campus:

None.

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

Instead of porous paving we use sand and gravel for parking areas and walkways and wood chips on some walkways.

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

None of our building downspouts are connected to the municipal storm water system.

A brief description of any rain gardens on campus:

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

We have a small, natural wetland at the south end of campus that serves as a water runoff detention area.

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

We maintain a small wetland in the southern part of the campus to absorb runoff. We maintain a vegetative buffer along both sides of the small stream that splits the campus and wide vegetative buffers along the ocean frontage as required by the State of Maine Shoreland Zoning Program, which is locally administered by the Town of Bar Harbor.

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

Our walkways are made of sand and gravel and in some areas covered with wood chips rather than the traditional concrete walkways used on many campuses.

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

http://coa.edu/assets/aboutcoa/water_conservation_efficiency_and_management.pdf

Wastewater Management

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*.

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

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

Heather Albert-Knopp

Dean of Admission

Office of Admission

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:

The Campus Committee for Sustainability (CCS), is a student-led committee comprised of students, faculty, and staff, which is charged with addressing small and medium-scale sustainability initiatives on the College of the Atlantic campus. CCS and the Director of Energy Education and Management work in tandem on all aspects of sustainability initiatives. Over the past three years they have played a large part in the discussion of carbon offsets and their role in achieving carbon neutrality as an institution. These discussions led to the decision to move away from carbon offsets towards a more holistic and encompassing path towards our energy goals, as outlined in the 2013 Energy Framework which set goals and milestones for making the college fossil fuel-free by 2050. CCS played a key role in the decision of the college to divest from fossil fuel and fossil fuel related corporations in its investment portfolio. CCS has spearheaded the construction of new, sustainable infrastructure for the college, including the installation of solar arrays on the Peggy Rockefeller Farm campus and the Davis Village student housing, LED lighting across a variety of spaces around campus, and the updating of various energy conservation efforts in buildings including the greenhouses and computer labs. Recent accomplishments also include: tripling the number of clotheslines on campus; procuring biodiesel for farm tractors, vehicles, and heating; arranging the donation of new electric vehicles to the college; establishing new solar powered electric vehicle charging stations on campus; developing and implementing campus signage on energy topics; increasing short-term covered bike storage by 30%; and much more.

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:

In 2009, the college created a standing committee to ensure a democratic and transparent method of managing social, economic, and environmental sustainability, and also to highlight the importance that sustainability plays in the community. As the Campus Committee for Sustainability (CCS) charter reads, the committee's purpose is to: encourage and maintain a sense of social and environmental accountability in all aspects of the college's operation; promote leadership, responsibility, and involvement among COA community members regarding issues of sustainability; maintain and encourage transparency, oversight, and clarity in regard to college sustainability; and advise the COA community on the most environmentally and socially responsible courses of action.

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

While membership varies from term to term, this student-led committee typically has about a dozen student members, two faculty, and the Director of Energy Education and Management who remains as a permanent member. The committee is a part of the college's governance system.

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

<http://coa.edu/coaccs.htm>

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

Yes

A brief description of each sustainability office:

The sustainability office consists of the full-time Director of Energy Education and Management. The director works closely with the Administrative Dean/CFO, the Director of Buildings and Grounds, the Academic Dean and faculty, and the President of the college.

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

1

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Anna Demeo, Director of Energy Education and Management
[Campus Sustainability Data Collector | AASHE](#)

A brief description of each sustainability officer position:

The Director of Energy Education and Management (formerly Director of Sustainability):

-Oversees and manages all aspects of COA's energy use, purchase, and generation.

-In collaboration with faculty and staff, provides interdisciplinary educational opportunities for students in energy, sustainability, and related areas.

-Provides leadership and expertise in all matters related to energy, moving the college toward greater use of renewable energy, decreasing overall energy use, and expanding educational opportunities for students in energy and related areas.

When our long-time director of sustainability resigned in 2014, we decided to make a tactical change with the position on two fronts:

1. We see the climate problem as basically an energy problem (how we generate it and how much of it we use.) So focusing more on energy "names the system" more explicitly, and places emphasis on that aspect of sustainability above others (though not in exclusion of others).

2. We wanted to re-focus our efforts and this position on education, to make it clear that while our operations should be as sustainable as possible, our central mission as an institution is to educate students to prepare them to be leaders in sustainability. Any sustainability efforts the college undertakes should be meaningfully grounded in educational experiences for students.

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

<http://coa.edu/coaccs.htm>

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

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.

Submission Note:

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

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

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

Investment	---	---
Other	---	---

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

The college's 2013 Energy Framework speaks to our current strengths in teaching and learning about the energy aspects of sustainability, and outlines objectives for continuing to enhance and systematize those offerings over time.

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

From COA's 2013 Energy Framework:

6. Educate. Each year, between 15 to 20 percent of COA's graduating class will have taken a course in energy and/or participated in a term-long project in renewable energy or energy efficiency.

- (a) Each academic year offer one introductory energy class and one intermediate, project-based energy class. Provide support for and encourage independent studies, group projects, and senior projects in energy and efficiency.
- (b) These educational activities will help the college attain the goals laid out in this document. Classes and student projects will build on themselves. Data from previous projects will be analyzed, current projects will be implemented, and future projects will be planned.
- (c) Opportunities to learn about energy and participate in projects will be made available to students of all genders, nationalities, and academic interests.

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

Director of Energy Education and Management, Academic Affairs Committee

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

COA's 2013 Energy Framework states that the college will take advantage of our small size and flexible curriculum to conduct experiments with different approaches to energy and efficiency in both teaching and research.

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

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

Director of Energy Education and Management, Academic Affairs Committee

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

The college strives to make COA a laboratory for students, faculty, and staff to explore the diverse prospects of a more sustainable energy future. A central part of the energy plan will include classes and project-based learning where students can practice the interdisciplinary

skills needed to promote responsible energy use. Students will be involved in designing, constructing, maintaining, and monitoring all necessary changes on the campus, including its islands and farms. The college will be a place where energy production is an attractive and healthy part of the landscape, enhancing the quality of our lives, education, community, and environment.

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 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:

Given that the use of fossil fuels is changing the climate and that the current rate of energy consumption locally and globally is unsustainable, COA has committed to meeting our energy needs by using local and renewable energy sources. In our 2013 energy framework we committed to becoming a fossil fuel-free campus by 2050.

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

From COA's 2013 Energy Framework:

4. Reduce Greenhouse Gas Emissions. By 2020 over 50 percent of COA's energy will be from carbon neutral sources. By 2050, the entire on-campus operations will be carbon neutral.

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

Director of Energy Education and Management, Buildings and Grounds Department

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

The 2002 Campus Plan and its 2003 update include plans for new sustainable residences on-campus with a 15-year time frame for implementation. Some of these buildings have since been constructed. We are currently in the first phase of developing a new campus plan to cover the next 15 years, which will go into effect when the current plan expires.

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

The 2003 update to the campus plan lays out several objectives for new residences, including the following: energy efficiency considerations; passive solar gains; lighting; water use; heat and heat retention; use of sustainable building materials; etc. One result of this plan has been the construction of the Kathryn W. Davis Residence Village, and the major renovation of the Deering building; the details of sustainability elements of this project can be found here:

<http://www.coa.edu/Assets/homepage/AboutCOA/kwddeeringbooklet.pdf>

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

Buildings and Grounds, Campus Planning and Building Committee

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

In 2012, College of the Atlantic was one of the first colleges to sign on to the Real Food Campus Commitment, in which colleges commit to purchasing at least 20% organic, local, and fair trade food by 2020. At the time of signing on, COA was the only college that already exceeded the 20% threshold. As of 2013, 30% of the food purchased by the college is "real" according to the Real Food Challenge.

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

By signing on to the Real Food Challenge, COA has committed to continue increasing our purchasing of organic, local, and fair trade foods each year, continuously auditing our purchases and looking for areas where we can increase consumption of "real" food.

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

Kitchen Coordinators, COA Foodprint class, Food Group

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

COA's 2013 Energy Framework outlined a set of benchmarks and strategies for moving us toward becoming a fossil fuel-free campus by 2050. This includes increasing energy efficiency in our buildings, increasing the amount of solar electricity produced on campus, replacing fossil fuel heating systems, and more.

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

From COA's 2013 Energy Framework:

1. Reduce Fossil Fuel Use. By 2020, reduce COA's per-student fossil fuel use on campus by 20 percent. By 2030, reduce by 30 percent.
 - (a) By 2020 COA vehicle fleet will be fossil-fuel free.
 - (b) By 2030 the research stations on Great Duck Island and Mount Desert Rock will be fossil fuel free.
 - (c) By 2030 Beech Hill and Peggy Rockefeller Farms will be fossil fuel free.
 - (d) By 2030 all student housing will be fossil fuel free.
 - (e) By 2040 all other campus buildings will be fossil fuel free.
2. Reduce Total Energy Use. By 2020, through a combination of energy efficiency and reduced consumption, reduce COA's total per-student energy use by 10 percent. By 2030, reduce by 20 percent.
3. Generate Electricity.
 - (a) By 2020, the college will generate on campus at least 15 percent of all the electricity by COA.
 - (b) The college will purchase Renewable Energy Certificates (RECs) for all electricity not generated on campus, ensuring that its electricity comes from sources that do not actively emit carbon dioxide.
 - (c) By 2015 Beech Hill and Peggy Rockefeller Farms will be net renewably powered. I.e., the surplus energy generated by solar PV on the farms will be greater than any energy used from fossil-fuel sources.

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

Director of Energy Education and Management

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

The 2007 COA Landscape Master Plan outlines numerous objectives related to the sustainability of our landscape and grounds.

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

The Landscape Master Plan is expansive in scope, and lays out specific plans for all parts of the campus grounds including, but not limited to: plantings of native species for shoreline stabilization and to expand the campus arboretum; removing invasive species from wetlands and other habitats on campus; ecological lawn maintenance plans; converting portions of lawn into native meadow; redesigning the campus composting facilities; and much more. For more specifics, you may find the plan in its entirety in the publications and policies section of the environmental commitment section on our website:

<http://www.coa.edu/environmental-commitment.htm>

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

Buildings and Grounds; Campus Planning and Building Committee

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

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:

COA's 2013 Energy Framework includes several goals related to advancing sustainability in transportation both through our vehicle fleet and through college-sponsored air travel.

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

From the 2013 Energy Framework:

1.(a) By 2020 COA vehicle fleet will be fossil-fuel free.

5. Offset Air Travel. For all COA-sponsored air travel (i.e., COA has paid for the plan ticket), the college will offset the carbon released by purchasing carbon credits.

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

Director of Energy Education and Management, Business Office

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

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

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

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

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

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

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

COA's 2012-2016 Strategic Design includes a goal to recruit, enroll, and support highly motivated students from diverse backgrounds who will both benefit from and contribute to COA's ecology of learning. As part of this, the college placed a priority on fostering and maintaining international diversity of the student body, as well as managing financial aid expenditures in a manner that ensures that the college can provide equitable access to a COA education.

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

From COA's 2012-2016 Strategic Design:

Strategic Imperative 1, Goal 3, Action ii: Achieve the capital campaign objective of raising \$12 million to increase student support (\$4 million directed to student financial assistance and \$8 million directed to Davis Scholar support) - FY15.

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

Development Office, Financial Aid Office, Office of Admission

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

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:

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

Yes

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

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

<http://coa.edu/environmental-commitment.htm>

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

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

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

Assessing Diversity and Equity

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

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

Support for Underrepresented Groups

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.

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

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

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.

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

Wellness Program

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

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

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The sustainable investment committee manages the college's sustainable investment fund and provides an educational experience for COA students such that they will work to:

- Understand what constitutes sustainable investments
- Refine the College's definition of sustainable investments through analyzing businesses' environmental and social impact
- Understand basic investment strategies, including the impact of risk
- Compare the performance of sustainable versus traditional investments
- Support businesses that demonstrate social and environmental stewardship
- Gain knowledge by utilizing firsthand experience to research, analyze, choose, monitor and report the fund's investments

It is anticipated that investments will be limited to stocks and bonds traded on the major exchanges.

The committee will determine how often they will meet and how they will determine the most appropriate investments. The objective of the investments, like an endowment, is long term growth, but the level of risk will be determined by the committee. As the fund grows,

both through investment returns and further gifts, draws may be taken consistent with the college endowment expenditure policy in order to support sustainable improvements on campus. It is anticipated that no such draws would be taken before the fund grows to a balance of \$100,000.

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

Committee membership is open to college students, faculty, and staff, and works closely with the trustee finance and investment committees. Current membership includes students, Andy Griffiths (COA's administrative dean/CFO), and Jay Friedlander (faculty member, Sharpe-McNally Chair of Green and Socially Responsible Business). The committee is chaired by one of its student members.

Examples of CIR actions during the previous three years:

The committee was first convened in January 2015. With the receipt of a \$15,000 donation to launch the sustainable investment fund, the committee has begun research and planning to develop sustainability criteria and invest the funds.

The website URL where information about the CIR is available:

<http://www.coa.edu/sustinvestment.htm>

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

Criteria

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

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

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

Option 2: Investor Engagement

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

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

51,257,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

The 2008 Guidelines for the College of the Atlantic Endowment, passed by the college's trustees, include the following statement:
Social Responsibility:

The investments in the Endowment in general terms should be reflective of the College's concern for society and the environment. At this time, the only specific area to be avoided is tobacco. The Investment Committee does not want to tie the hands of our investment managers but strongly urge them to be sensitive to and avoid companies whose activities and/or practices are broadly thought to be detrimental to the environment and poor business practices. If there is doubt about any issue in the minds of an investment manager before buying such an investment, they should contact the Chairman of the Investment Committee. From time to time, the College may ask our investment advisors to research a particular area of possible concern.

In addition, in March 2013 COA's trustees passed the following resolution to divest from fossil fuels:

Divestiture Statement

The College of the Atlantic will divest from any common stocks that appear on the attached list of fossil fuel related companies [GOFOSILFUELFREE TOP 200 COMPANIES] and will divest from any fixed income from that same list upon maturity; we will also instruct our investment managers to refrain from any further investments in companies on that list.

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

We sold all of our fossil energy related equities in 2013. This was accomplished within 24 hours of our trustees enacting the divestiture resolution.

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

We screen against tobacco and fossil fuels, as per the sustainable investment policy statements detailed above.

Approximate percentage of the endowment that the negative screens apply to:

100

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

From the 2008 Guidelines for the College of the Atlantic Endowment:

Proxies are to be voted by the investment managers. The College of the Atlantic Shareholder Advisory Standing Committee will provide recommendations on how to vote proxies that concern environmental and social issues.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

<http://coa.edu/sustinvestment.htm>

Investment Disclosure

Responsible Party

Heather Albert-Knopp

Dean of Admission

Office of Admission

Criteria

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

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

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<http://coa.edu/thecoaendowment.htm>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Nina Emlen
Admission Counselor
Admissions

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.

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Submission Note:

Additional URLs:

<http://news.coa.edu/2014/03/03/ford-focus-lands-on-campus/>

<http://bangordailynews.com/2013/02/03/news/hancock/college-offers-free-use-of-electric-car-chargers-to-public/>

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Installation of three electric car-charging stations

A brief description of the innovative policy, practice, program, or outcome :

In the spring of 2013, three electric car-charging stations were installed at COA: one on our main campus, and one at each of our two off-campus farms. These stations are used to charge COA's two electric vehicles: an "E-van" used to bring students to the farms for work and volunteering, and a Ford Focus which students can use to work on projects, internships, and other school-related activities.

Aside from the obvious innovation of allowing students to travel without creating emissions, these chargers are also open to the public at NO COST. COA wanted to encourage the greater community to invest in electric vehicles, which is easier to imagine doing if you know that you will be able to have free access electric fuel.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[aashe_darlings.docx.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://news.coa.edu/2013/01/30/fuel-up-for-free/>

Responsible Party

Nina Emlen
Admission Counselor
Admissions

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Discarded resource audit and awareness project

A brief description of the innovative policy, practice, program, or outcome:

The Discarded Resource Audit and Awareness Project in the fall of 2014 was the first effort to identify and quantify all the physical resources that COA regards as waste and recyclable materials. The purpose of the project was two-fold: to generate baseline data on the quality and quantity of discarded resources and to initiate empowering awareness of the resources we disregard among community members. During the audit we collected all discarded materials on campus for a week, then measured, sorted, and if appropriate, stored and displayed them in an interactive exhibition. The exhibition was open for a long weekend and had special events and informal workshops.

The project was an experiment: nothing like it had been conducted before at COA, and the literature suggests that it is the first audit of its kind. The vision was to help COA envision a zero waste college where the materials we consume are seen as resources. This is part of a larger effort by COA students, staff, faculty and volunteers to make COA a community that both passively and actively engages with the sustainability of our place and its immediate and broader surroundings.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[aashe_PLAN.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No

Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://news.coa.edu/2014/10/19/waste-not-want-not-lisa-bjerke-explores-coa-garbage-stream/>

Responsible Party

Nina Emlen
Admission Counselor
Admissions

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Submission Note:

Additional URLs:

<http://www.workingwaterfront.com/articles/College-cottage-saved-in-nick-of-time/15753/>

<http://www.ellsworthamerican.com/maine-news/extreme-makeover>

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Renovation of campus icon: The Turrets

A brief description of the innovative policy, practice, program, or outcome:

The Turrets, COA's main administrative building and a major icon of campus, was fully restored using energy-saving and historically accurate materials starting in spring of 2013 and completed last year. Turrets was built as a summer home in 1895 and is included on the National Register of Historic Places. It is a stunning work of art, a stone castle-like building designed by renowned architect Bruce Price. The renovation included elements necessary to save and restore the building (such as dismantling and reconstructing the stone turrets, adding a new but historically accurate slate roof) and conducting explicit energy efficiency improvements such as replacing all windows and doors and conducting extensive air sealing.

An energy audit of the structure was conducted by COA alum, Curry Caputo, prior to the renovation, and after as well, with the participation of students. As a result of the renovation, fueling needs were reduced by 21%. Therefore, COA was able to save an historic landmark while significantly improving its energy efficiency.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[aashe_turrets.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://mainepreservation.org/wp-content/uploads/2014/11/The-Turrets-Bar-Harbor.pdf>

Responsible Party

Nina Emlen
Admission Counselor
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Submission Note:

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Title or keywords related to the innovative policy, practice, program, or outcome:

Heirloom apple orchard

A brief description of the innovative policy, practice, program, or outcome:

COA's newly-planted heirloom apple orchard at Peggy Rockefeller Farm is dedicated to conserving the agro-biodiversity of our local land. Maine has the potential for the highest diversity of apples in the United States, if not the world. Every year varieties are lost, and so active effort is essential to preserving this agricultural heritage. The orchard is focused on the apple varieties that were developed or discovered in Maine's Hancock and Washington Counties. The orchard was established in 2014, with the propagation of 25 rare apple varieties. In 2015, 25 additional varieties will be added to the orchard.

While this effort is innovative in and of itself, it is made even more so by the engagement it provides COA students and the greater community. Students work on the project through a course that explores the history of agriculture using apples as a lens. Students also learn how to graft, prune, and make important decisions about what to conserve, how and where. It also allows for community members to contribute their expertise and for students to learn from people outside of COA. This orchard is one of only a few in the country that has been established specifically to preserve heritage fruit tree varieties. The orchard, which is maintained organically, will be an educational resource, as well as a source of diverse apple varieties, for decades and hopefully centuries to come.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[COA Support.PDF](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	No
Public Engagement	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://coa.edu/course-listings_instTodd%20Little-Siebold.htm